

The Vocational Guidance Quarterly

VOL. 6, NO. 3

★ Is Education in USSR a Model for America?	Wm. Clark Trow	111
★ Briefing the Journals,	Clarence W. Failor and Emory Jones Wesley	115
★ New Books on Vocational Guidance	Delmont K. Byrn	120
★ An Inventory to Identify High School Dropouts	Lyndon Herrman and William C. Cottle	122
★ College Graduates Ask for More Counseling	James Drasgow	124
★ Publicizing Career Opportunities	Herbert Stroup	127
★ A New Era for Engineering Technicians	Theodore P. Vassallo	131
★ The Importance of Body Language in Counseling	Thomas A. Routh	134
★ Guidance Center Report to Students	BOCES Guidance Center Staff	137
★ Projective Testing in the Counseling Process	Joseph J. Motto and Robert D. King	139
★ Vocational Planning for the Mentally Limited	David Wayne Smith	142
★ Marriage and Careers for Girls	Stuart H. Garfinkle	146
★ A Minority Report on the Surge to College	Marvin W. Strate	149
★ Senioritis	LaVange Hunt Richardson	153
★ Current Occupational Literature	Guidance Information Review Service	157
★ A High School Job Clinic	Mamie Fein	163
★ Closing the Gap Between High School and College Counseling	James Drasgow	166



— SPRING 1958

The Vocational Guidance Quarterly

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You might like to know . . .

We Are Proud to Recognize

Your Association has introduced a plan this year to recognize outstanding contributions to the vocational guidance field. As this is written the nominations have been made. Since your President has had the advantage of a "sneak prevue" he can say without reservation that you will be proud of the selections. Plan now to attend the recognition meeting during the convention and join with the hundreds of others in paying tribute to the worthy recipients.

Vocational Guidance News-Notes

The second issue of the Vocational Guidance News-Notes, which you received during the winter, staked out a claim for vocational guidance in the elementary grades. This is a significant contribution to the literature, and we are proud of this additional milestone. The third and final issue for the current year is scheduled to be delivered near the time of the convention. It is to review some of the striking vocational guidance practices submitted for the recognition award. The Board felt that the projects were so worthy that all members should know more about the efforts of some of our outstanding groups.



Constitutional Changes

Our constitution is in need of minor but significant revisions to bring it in line with the needs of the organization. Rex Cunliffe has worked hard on a proposed revision which will be reviewed by the Board and presented to the delegate assembly for its consideration at St. Louis.

If the changes are approved by this body, a mail vote will be solicited of the membership at large.

A Major Loss

The entire guidance movement, and the National Vocational Guidance Association in particular, suffered a major blow with the untimely passing of Nancy Wimmer. The professional obligations which she has performed will be picked up by others, but in the minds and hearts of all of us there will be a vacancy which will remain unfilled.

The Finale

With this issue your President closes the page on this administration. It has been a wonderful experience, and it is hoped it can be called a successful year for the organization. Thanks to all for your cooperation and for the opportunity of serving as your President. Best wishes to Ed Roeber and the new officers, and I extend the personal wish that all of you continue to support NVGA in the future as you have the past year.

Au Revoir,


President

APGA Seeks \$100,000 for Washington Headquarters

A PGA (hence NVGA) is seeking to secure a permanent home in Washington and has launched a Personnel and Guidance Advancement Program to raise the required \$100,000, according to C. C. Dunsmoor, "GAP" director.

The money—which must come from the APGA membership—would have to include the equivalent of 400 life subscriptions of \$200 each to provide \$80,000 and gifts, prepaid dues, and income from other sources totaling an additional \$20,000.

Adequate and permanent housing in Washington is needed because the landlord needs the present APGA office space and the organization is approaching a peak membership of 10,000. Signs point to a rapid expansion of guidance service across the country, with both public and governmental support at the highest level yet enjoyed, Dr. Dunsmoor explains.

Life subscriptions are income tax deductible. The \$200 payments may be made in a lump sum, or in yearly payments of \$75, \$75, and \$50.

WHAT'S WRONG WITH AMERICAN SCHOOLS

One Reason Red Schools Are Better:
Russia Spends More on Education

"Education has deteriorated for lack of standards"

Some U. S. Colleges "Hardly Deserve
To Be Rated as Secondary Schools"

"Russia Has Been More Realistic
Than We in Education"

CRITICS SPEAK UP

"Many of Our High Schools Teach
No Foreign Languages at All"

"Educational system with totally different aims" is needed
how the Soviets licked us

DANGER OF WAR

"AMERICAN PRESTIGE" ABROAD
A PLAN TO IMPROVE

Is Education in USSR a Model for America?

Sputniks are but one example of amazing progress

FOR BRIGHT PUPILS, ELITE HIGH SCHOOLS

"We Must Reverse Our Treatment of
The Scientist and Trained Professional"

**SOVIET SCIENCE: JUST HOW GOOD
IT REALLY HAS BECOME**

WHY DID U.S. LOSE THE RACE?

THE U.S.S.R.'S CHALLENGE

What Is Needed: "A Plan to Shorten
General Education to 14 Years"

Rewards for Russian Scientists:
Country Homes, Chauffeurs, High Pay

the shocking story What do we do now?

**SOME
"UNPLEASANT
TRUTHS"
AMERICAN**

by WM. CLARK TROW

LAY CRITICS of education have a new siren song to sing. The theme is not new—that we should abandon the kind of education that has helped to make democratic America strong enough twice to rescue the western European nations from murderous self-destruction, and to prepare its emissaries to carry hope to the people of the underdeveloped countries around the world.

The lay critic no longer has to report that his child can't spell or doesn't know who was vice-president under Tyler, and that, therefore, we should "get back" to the good old days. The song now has a positive ring: we should copy the educational system of the Union of Soviet Socialist Republics!

There was a time when the advocacy of Communist methods

would have resulted in social ostracism if not in a Congressional investigation. But the sputniks have changed all that. Now it comes from loyal Americans who in some cases have notable achievements—along other lines than education—to their credit. It is all somewhat bewildering. In the face of it we need to take a rational stand and to make important distinctions. Let us consider some of their now familiar points one at a time.

Some Good Proposals

1. *Teachers, scholars, and scientists should be paid more and fellowships should be provided for able students.* We can go along with that all right, and thank our Russophiles for their influence, since school personnel alone can't do too much about it.

When proposals are made for federal grants, we will do well not to look a gift horse in the mouth

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(there are probably some who still understand this old adage!). To stand up boldly and affirm that such plans are all right but they do not go far enough as to follow the line which in the end has killed most of the proposals for federal aid in recent years. It is reported that when a famous labor leader was asked what he wanted, his reply was "More." But he had earlier been content with *some*.

2. *More emphasis should be given to the education of superior children.* We do not know the extent to which the Russians are really doing this; they seem able at times to dispense with their superior generals and politicians! But in any case, there is nothing objectionable about developing the superior.

For some time we have been working out programs to help make the mentally handicapped into self-supporting citizens, and this work can and should go on. We have tried a number of administrative devices to adapt to the abilities of the rest. More attention can well be given to the problems of educating the superior, so that they will not be discouraged by the "treadmill," nor held back by their wish to conform academically to the standards of their intellectually inferior peer groups.

3. *More attention should be given to developing engineers and specialists in the physical sciences.* Such an effort seems sound even though presputnik articles have shown that there is no dearth of engineers in this country and certainly no loud call has yet gone out for more, either from federal projects or from private industries manufacturing military hardware.

It is generally admitted that the scientists and engineers we now have could have been way ahead in

rockets and missiles if they had been adequately financed since 1939, when the Russians seriously went to work on them. But we did not want to pay for that kind of program.

If the emergency is real, hundreds of scientists and engineers could be drawn in from our far-flung industrial projects which do not contribute to national security. However, it is undoubtedly true that potentially promising teachers of science, and of other subjects as well, have been lured away from education by more lucrative industrial opportunities.

From the other angle, only a few young people in any one school can ever be scientists or engineers anyway, no matter how much they are encouraged. However, pupils who have these potentialities should unquestionably be given the education and training they need, as should those with other abilities, and we should not allow financial considerations to interfere. The school personnel can hardly be expected to subsidize them.

Some Dangerous Proposals

4. *Stiff examinations should be used to separate those who go to the University from those who go to vocational schools.* Here is where we must really part company with our sputnik patriots. When they cite European education also as a model, we must inform them that international conferences are in progress in Europe to study what has been found to be the unsatisfactory use of examinations to filter off the elite and enforce the concept of failure for large numbers.

The Japanese, who borrowed the European examination system have a name for it. They call it "exami-

nation hell." Parents are humiliated by their children's failure, students sacrifice their health, and often commit suicide if they fail.

In America we have found, first, that one examination is a poor criterion for selecting those who will succeed; other criteria are needed also. Second, we have found that our more gradual system of occupational choice, with guidance along the way, is more in line with what is known of human growth and development, and that it really works.

5. Early specialization should be encouraged. This is a dangerous recommendation because, like the examination system, it tends to produce an educational elite. Many pupils are not ready to be shunted off into vocational training after elementary school. And it is doubtful if even the superior should complete their general education at 16 or 18, especially if it is crammed with nothing more than drill on the traditional disciplines.

The Russian scientists can forget about economics (they are paid well), and political science (their Communist masters furnish their brand). But in a country where freedom is cherished, where ballots have more than one list of names and voting is secret, and where citizens decide social and civic matters, it may well be that we have too little rather than too much of the kind of general education that prepares our citizens for living in the modern world.

6. In Education, the means should be separated from the ends. This is positively diabolical in the hidden danger it contains. One otherwise highly esteemed writer states that in considering Russian education one must make a distinction "between the *methods* used to impart knowledge [as if knowledge

were the sole purpose of education] and the *purposes* for which each society educates its young."

We should not forget that it was the *methods* the Russians have used which have made their scientists and others willing to do their work without questioning the regime they are supporting, which have developed the most effectively tyrannical form of government the world has ever seen, and in which brainwashing, abject forced confessions, and prison labor camps are the accepted forms of dealing with those who hold variant opinions.

7. Russian education must be duplicated at all costs. The dangers of using the USSR as a model for American education gradually become clearer. It is Russian education in its broader sense that has made the missiles necessary, and has forced the armaments race, with its enormous expense to ourselves and to the impoverished Russian people.

Even if we were far ahead of the USSR in guided missiles, or had landed on the moon and all the planets, there would still be the problems that arise out of the necessity for the inhabitants of this earth somehow to live together. Scientists and engineers are not trained to solve such problems, and we need people who are.

Let Imitators Beware

While our educational program can continue to be improved, as it has been improved in the past, we can well be careful about buying a package deal that is no less foolish, unrealistic, or dangerous for being presented by gentlemen in cap and gown or in naval uniform, than it would be if written to the local paper and signed, "Disgusted Parent."

Proposals should be considered separately, and on their merits, for some are definitely acceptable. But those which are destructive of the freedom and democracy we are

struggling to preserve, and which would make the schools a scapegoat for the mistakes of others should be shown up for the shabby clap-trap they are.

St. Louis Convention Features Study Tours

During the March 31-April 3 APGA convention, study tours of industrial plants and places of interest in St. Louis will be held. Industrial tours include Anheuser-Busch Brewery, Granite City Steel Company, McDonnell Aircraft Corporation, South-Western Bell Telephone Company, and Union Electric Company.

Other places to visit in the convention city are: Forest Park, Jewel Box, St. Louis Zoo, Municipal Opera, Mark C. Steinberg Memorial Skating Rink, Missouri Botanical (Shaw's) Gardens, Campbell House, Eugene Field House, Old Cathedral Museum, and Goldenrod Showboat.



ART MUSEUM: The City Art Museum of St. Louis, which is ranked as one of the four finest art museums in the nation, boasts two almost unique characteristics. It is a city tax-supported metropolitan museum and it is situated in a setting of natural splendor in beautiful Forest Park.

Erected during the 1904 Louisiana Purchase Exposition as a permanent home of art, the museum has spacious, well-lighted facilities for exhibiting to best advantage its fine collection of sculpture, paintings, period rooms and other objects d'art.

Briefing ★ ★ ★ ★ ★ the JOURNALS

by CLARENCE W. FAILOR and EMORY JONES WESLEY

JAMES A. SAUM ET AL., "Reassessment of Guidance in Secondary Education," *California Journal of Secondary Education*, 32 (November, 1957), pp. 423-447.

The symposium of articles has value for counselors other than those in California. Saum reviews the present status of guidance services in the California schools, pointing out that over 3,000 pupil personnel workers were rendering service in the junior and senior high schools of the state in 1956-1957. Of this number, 411 were full-time in specific schools and 386 were full-time in district or county offices.

William H. McCreary, Chief of the Bureau of Guidance, discusses "Who Should be a Guidance Specialist?" and also tells of the progress made in putting the General Pupil Personnel Services credential into effect, 1,800 being certified within the past year.

In "The Administrator Looks at Guidance," T. F. Reynolds tells how the San Mateo schools have evaluated guidance services. Other articles are interesting, especially Kenneth A. Martyn's "We Are Wasting the Counselor's Time."

HERBERT A. THELEN and JACOB W. GETZELS, editors, "Symposium: Social Science and Education," *The School Review*, LXV (Autumn, 1957), pp. 245-357.

Some fresh ideas presented in a generally very readable style are to be found in these contributions of eight scientists who take their various looks

at education. Anthropology, economics, geography, history, law, political science, psychology, and sociology are presented by specialists in these fields on the staff of the University of Chicago.

The summary article by the two editors is especially valuable. They say, in conclusion: "In view of the evidence adduced by the several papers in this symposium, one is justified in seriously raising the question whether significant parts of our educational practice have not been 'against nature' insofar as they have been inconsistent with the structure and function of education as a social institution. It is to be hoped that, among other outcomes, this symposium will help us identify the questionable assumptions under which we operate and will suggest more fruitful alternative assumptions."

SELBY SHARP, "Automobiles and Pupil Adjustment," *The Clearing House*, 32 (October, 1957), pp. 83-84.

This study reports a comparison in terms of four criteria of the frequent drivers of automobiles with nondrivers, boys only. Twelve and two-tenths per cent of the frequent drivers dropped school compared to 3.2 of the nondrivers. The frequent driver group showed a 10.09 days partial absence average; the nondrivers 5.52. "The grade point averages of the total non-driver group exceeded the grade point average of the total frequent driver group by 0.47 grade point—or nearly one-half of a letter grade." The nondrivers passed 0.31 more courses per

student than did the frequent drivers as a group.

The author raises some further questions including that of the effect of the frequent drivers upon the school adjustment of the nondrivers and raises the further question as to whether a paired-comparison approach to the problem might have yielded more clear-cut conclusions. He does not seem to have taken into account the factor of necessity in driving a car, nor, perhaps more important, the question as to whether car driving is mainly a symptom, rather than a cause, of poorer attendance and scholarship.

DUGALD S. ARBUCKLE ET AL.,
"Guidance and Counseling," *Review of Educational Research*,
XXVIII (April, 1957), pp. 163-236.

"Better late than never" is our justification for this belated mention of this symposium to which the entire issue of this journal is devoted. This is a significant and useful review of the literature covering the period of 1954-1957 by various leaders in our field. "The Philosophical Aspects of Guidance" is singled out as an additional feature.

HERMAN J. PETERS, "Strategy for Guidance," *The School Executive*, 77 (October, 1957), pp. 64-66.

This is "must" reading for your principal and superintendent. Try to get him to do so. The author points out the superiority of the cooperative approach to providing guidance services, specifies some of the essentials for its success and concludes: "The problem of administering guidance programs in our schools, then, are centered in our educational philosophy, our conceptual framework of guidance and our ability to put guidance principles to work."

ANDREW D. ROBERTS and DEBORAH E. GORLIN, "Why Interest Testing?," *The Clearing House*, XXXII (September, 1957), pp. 37-39.

The problem of developing a comprehensive and adequate testing program in the schools has become more rather than less complex with the availability of newly developed tests. What place do interest inventories have and can they replace other tests in the program? The authors point out that the interest inventory is "... often a reliable indicator of the child's real motivation, hobbies, and life aspirations . . ." and "... does not attempt to assess intelligence or ability in any school subject." It is recommended that three interest inventories be given during the upper elementary and secondary school years, but not necessarily that the same test be repeated, for different tests serve as corrective devices for other tests. To be adequate a guidance service should attempt to appraise the individual's drives, aspirations, and vocational interests. It should be pointed out that the authors confuse and misuse the terms test and inventory in this article. How can we expect others to look at inventories as not being tests if we, too, confuse them?—Martha T. Parkes

JOHN CURTIS GOWAN, "Dynamics of the Underachievement of Gifted Students," *Exceptional Children*, 24 (November, 1957), pp. 98-101, 122.

A consideration of the loss occasioned by the underdevelopment of good students is attempted against the background of present need in scientific and professional occupations highlighted by current publicity of Russian activity.

Not only are many of the gifted not entering college but many of them who are entering achieve far below their

greatest potential because of emotional, personal, or financial reasons. More specifically, causes of underachievement include lack of clear academic and occupational choices, weak ego control, withdrawal and lack of self-sufficiency, bad money and time use habits, reading and arithmetic difficulties, psychotic and neurotic tendencies, home authoritarianism, immaturity, and disinterestedness.

"The Coming Boom in Good Jobs," *Changing Times*, 11 (December, 1957), pp. 7-13.

"Look ahead to another boom in the U. S. economy and with it a massive demand for workers in nearly every type of occupation and industry."

This prophecy is based on the assumptions that defense spending will continue much as it is now and that the federal government will act fast if evidence of a serious business letdown appears.

Two other highly significant developments are involved. One is the rapid increase in population because of the increased birth rate which augurs a population increase of about 38,000,000 by 1967. The other is the trend away from a working class population made up mostly of blue-collar workers and farmers to a work force composed mostly of professionals, technicians, office workers, salespeople, proprietors, and managers; a change from production workers to service workers.

Prognostications are made in the article in the areas of manufacturing, mining, construction, agriculture, wholesale and retail trade, services, finance, real estate, insurance, transportation, utilities and communications, and government. Suggestions are made in fifteen professional fields. Looks are taken at the clerical and sales occupations, the service occupations and the skilled trades.

The role of automation is examined. New industries are suggested. A table

presents the numbers employed at present in about three dozen areas with estimates of increases by 1965 and by 1975. The greatest increase seen is one of 135% in transport equipment (exclusive of autos) and the greatest decline is one of 33% in railroads.

"Careers for Women—12 Good Bets," *Changing Times*, 11 (November, 1957), pp. 22-24.

Interesting facts from the U. S. Dept. of Labor: Women work in all 446 occupations listed in the U. S. Census. Nearly one in three of all workers is a woman. More than one in three of females over 14 is in the labor force. There are now 3,000,000 more females 14 years old or over than males.

Twelve kinds of jobs are listed along with a statement about the demand for such workers, compensation, qualifications, and sources for more information. The jobs listed are accountant, beautician, dental hygienist, dietitian, interior decorator, librarian, nurse, occupational therapist, office worker, saleswoman, social worker, teacher.

MELVIN HETLAND and HAROLD GLENN, "A Program for the Mathematically Gifted," *California Journal of Secondary Education*, 32 (October, 1957), pp. 334-337.

Here is an example of one thing that can be done to improve the efficiency of our educational system. The experiment was carried on from 1952 through 1955 in a Long Beach junior high school mathematics department. Algebra I and Plane Geometry were both taught to ninth graders in one year. Students were later found to achieve slightly better in subsequent mathematics courses than did their in-

tellectual counterparts who followed the regular courses.

This doubled-up mathematics course has been adopted as a regular feature of the Long Beach Schools. The students say the challenge of the course leads them to learn to study more effectively. Gifted students are thus enabled to take an additional course in senior high school.

Criteria used for the selection of pupils to take the accelerated mathematics are: minimum raw score of 70 on the Iowa Algebra Aptitude Test; minimum grade placement of 11.2 on the Stanford Advanced Arithmetic Test; minimum Otis IQ of 110; and statements from teachers indicating that the individual's work habits were adequate.

E. DANA GIBSON, "Office Automation: How It Will Affect Business Education in the Future," *The Balance Sheet*, XXXIX (November, 1957), pp. 100-105, 144.

Directed toward the commercial teacher, this article is also of value and interest to the counselor in giving a better understanding of the changes taking place in the nature of office work.

SHIZUKO N. HARRY, "The Kinds of Association Which Prospective Teachers Need with Youth," *Peabody Journal of Education*, 35 (September, 1957), pp. 77-81.

Prospective teachers should be provided with a variety of associations with youths of several ages in order that they may "develop understanding that goes beyond verbalization and fixed skills; and to develop action based upon thinking and the flexible and creative use of skills." Harry lists fifteen specific goals of professional training through direct association with youth. He stresses the importance of guidance and direction of

this association because "... the complexity of the teacher's responsibility as one who supposedly works as mediator of the social and personal and intellectual affairs of human beings is no less important than that of a medical doctor who works primarily toward man's physical well-being."

CLARENCE B. HILBERRY, "Automation Personnel Shortages: What Colleges Are Doing to Meet the Need," *Personnel Administration*, 20 (November-December, 1957), pp. 4-9.

The author's summary: "In freeing human intelligence from much intellectual and physical drudgery, automation also creates new and difficult problems. Personnel must be trained and retrained to meet the technical demands of the new machines and the ever-increasing variety of fields in which they are finding application. It is necessary to provide people with broad education which will enable them to live happily, responsibly, and creatively in a world which is offering more leisure but at the same time demanding great increases in technical skill and specialized knowledge."

ELBERT K. FRETWELL, JR., ET AL., "A Symposium: Who Should Go to College?" *Educational Leadership*, XV (November, 1957), pp. 91-103, 106, 115.

This three-article symposium is introduced by Fretwell's description of problems posed by the growing number of youths who are becoming eligible to attend college and of five major factors affecting college attendance. These factors, formerly identified by Havighurst and Rodgers, are mental ability, social expectation, individual motivation, financial ability, and proximity to a collegiate level institution.

Wendell C. Allen gives reasons why differentiated opportunities should con-

tinue to be made available to the many. He points out our still far from adequate criteria for the selection of the gifted. The democratic ideal of maximal opportunity of development for all is reaffirmed.

Milton J. Gold stresses the need of our economy for better educated workers. He suggests that failure to give the increasing numbers of young people adequate preparation may lead to the return of days similar to those of the National Youth Administration and the Civilian Conservation Corps. The uses of the many out-of-school community agencies, such as mass media communication, libraries, labor unions, and civic organizations, should be reviewed with the idea of better coordinating their values.

ALBERT Q. MAISEL, "Let's Get Our Mentally Ill Out of the Hospitals," *Better Homes and Gardens*, 35 (November, 1957), pp. 156, 170, 172-173, 189.

"For the first time in history, victory over mental illness has become an imminent, practical possibility." Up till now there has been no therapy which could be used to treat the hundreds of thousands of mental patients. Costs of building and operating institutions have become increasingly great. "The cost of operating these gigantic institutions has soared from \$165,000,000 in 1945 to more than \$662,000,000 this year." But this trend, according to the story of Maisel, is being reversed in some places through the use of ataraxic drugs. For example, the story of the recovery of 27 of 65 newly admitted schizophrenics within an eight week period at a Cincinnati hospital is told.

Research has produced thousands of other cases. There have been many at the Colorado State Hospital where the discharge rate has risen from 573 in 1954 to 1,384 in 1956. The problem in many areas is to get legislative help in permitting the use of the new drugs. The struggle in California was an inter-

esting one. In many states money is still being poured into the expansion of huge mental hospitals, and the new drugs ignored.

PARVIZ CHAHBAZI, "Analysis of Cornell Orientation Inventory Items on Study Habits and Their Value in Prediction of College Achievement," *Journal of Educational Research*, 51 (October, 1957), pp. 117-127.

This article consists of a summary of the results of several studies conducted at Cornell University since the end of World War II in order to provide for more efficient prediction of college achievement. A comparison of the relative validity of the Cornell Orientation Inventory and the validity of several aptitude tests and achievement tests is made. The Orientation Inventory is also compared with the secondary school averages of the students studied.

The items in the Cornell Orientation Inventory that proved to have predictive value are concerned with the study habits of the students, with particular emphasis on the organization of time and planning for study. Among the tests used, only the Ohio State score proved to be valuable in predicting college achievement. The secondary school average proved to be the best single factor for predicting college achievement.—Arthur D. Smith

and these also . . .

"Which Way Junior College Guidance and Personnel Service Programs?" and "Employment Characteristics of Flint Junior College Students" in December *Junior College Journal* . . . The Student and His Total Environment" by Clark Kerr and "A Formula for Guidance Services" in November *Education* . . . "Is There a Defense Manpower Crises?" in November-December *Personnel Administration* . . . "Group Dynamics in Action" by H. A. Jeep and J. W. Hollis and "The Silent

Period in Group Processes" in December *Clearing House* . . . "Socialization, Personality, and Academic Achievement in Gifted Children" and "Social Factors Affecting Academic Performance: Further Evidence" in Winter *The School Review* . . . "Ask the Graduates' A Method of Curriculum Improvement" in *California Journal of Secondary Education* . . . "Effect of Attitude on Selection of Facts" and "Management Attitudes

Toward Employment Tests" in Autumn *Personnel Psychology* . . . "The Social Class Identification of 1038 Western New York Students" and "Questions Concerning the Interview as a Research Technique" in November *Journal of Educational Research* . . . "Recruiting for the Trades" by Benjamin Novak in May *School Shop* . . . "How to Reduce the Shortage of Engineers and Scientists" in September-October *Personnel Administration*.

New Books

On Vocational Guidance

by DELMONT K. BYRN

Financial Aid for College Students: Undergraduate, Bulletin No. 18, by Theresa Birch Wilkins, U. S. Department of Health, Education, and Welfare. Washington, D. C.: Government Printing Office, 1957. 232 pp. (Paper bound.) \$1.

Brief information about scholarships, loans, and employment opportunities available to undergraduate students at colleges and universities throughout the country for the 1955-1956 school year is contained in this U. S. Office of Education bulletin. The present edition includes 1,562 institutions which report 237,370 scholarships worth \$65,736,950. Each report contains identifying information on the college and a summary of data on scholarships, loans, and employment.

Companion bulletins are: *Scholarships and Fellowships: A Selected Bibliography*, Bulletin No. 7, 1957, 15 cents; and *Financial Aid for College Students: Graduate*, Bulletin No. 17, 1957, 50 cents.



Identifying and Educating Our Gifted Children, Pupil Services Series, No. 1, College of Education, Ohio University, by George E. Hill, Rita J. Lauff, and John E. Young, for the Ohio Valley Guidance Council Research Committee. Athens, Ohio: Center for Educational Service, 1957. 43 pp. \$1.

A survey of the literature on gifted children, identification of and special provisions for gifted children in 31 counties in southeastern Ohio and northwestern West Virginia, and an intensive study of the gifted in one school district are reported in this monograph. This cooperative project of the Ohio Valley Guidance Council includes a set of proposals for a regional program for gifted children. Many of the findings are drawn from the masters theses of Rita J. Lauff and John E. Young.

Group Procedures in Guidance, by Roy DeVerl Willey and W. Melvin Strong. New York: Harper & Brothers, 1957. 548 pp. \$6.

Guided by a holistic philosophy, the authors seek to integrate traditional extracurricular activities, the core course, and guidance into a workable concept for teachers and counselors. Part I tells of the place of guidance in education, Part II describes group approaches to guidance, and Part II presents group guidance in the core course. A 63-page supplement gives an example of a core course unit on "Appreciating the Contributions of Other Cultures."

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Principles and Practices in Guidance, by Emory Stoops and Gunnar L. Wahlquist. New York: McGraw-Hill Book Company, Inc., 1958. 369 pp. \$5.50.

Designed for the basic course in guidance offered to upper division and graduate college students, this text describes the guidance process in one chapter, the basic steps in the process in seven chapters, and general principles of guidance programs in one chapter. Personnel, budget, public relations, circulation of guidance information, and evaluation of the program are discussed in the last six chapters. Appendixes present a unit of study on "You and Your Vocation," and "Visual Bibliography."

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How to be Accepted by the College of Your Choice, by Benjamin Fine. Great Neck, N. Y.: Channel Press, 1957. 134 pp. \$3.95 (paper bound \$1.95).

How to meet college admissions requirements, when to apply, how applicants are judged, College Board exams, and details about tuition, enrollment, and programs are included in this large-sized book for young people, parents, guidance counselors, and college admissions officers. The 32-page "College Fact Finder" shows admissions standards employed at each of the 967 accredited colleges and universities along with certain identifying characteristics of the institution and estimated annual costs of attendance.

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Administration of Guidance Services, by Raymond N. Hatch and Buford Steffire. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958. 499 pp. \$6.50.

This book reviews the broad objectives of education, identifies major functions of the educational process, perceives guidance services in this perspective, and then studies the administration of guidance services in their educational setting. Part I presents principles and techniques; Part II presents case studies of three school districts. Appendixes include a guide to the use of the case studies, a guidance check list for high school students, a check list for the high school program, a check list of guidance services for elementary schools, and a case study unit.

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You cannot run away from a weakness; you must some time fight it out or perish; and if that be so, why not now, and where you stand?

ROBERT LOUIS STEVENSON

AN INVENTORY to Identify High School Dropouts

by LYNDON HERRMAN and WILLIAM C. COTTLE

THIS STUDY is part of an attempt [3] to develop an inventory which will identify potential high school dropouts and permit the school to undertake a program which will help as many dropouts as desire to stay in school. It would also permit a better placement job of those students who leave school.

To this end a 150-item inventory, "The Life Adjustment Scale No. 1" [1], was developed. In the present study the inventory was administered to 1,834 eighth and ninth grade pupils in a Kansas metropolitan area. In Kansas a pupil may leave school at age sixteen or upon completing the eighth grade.

Three semesters and one summer later these 1,834 pupils were followed up and it was found that 61 boys and 53 girls had dropped out of school. Their answer sheets were matched with an equal number of boys and girls drawn from the remainder of the group by use of a table of random numbers. Ages of the dropout group were 13 to 17 for boys with a mean age of 14.7; while that for girls was 13 to 16 with a mean age of 14.2. Ages of the stay-in group of boys were 13 to 15 with a mean of 13.8; that of girls was 13 to 17 with a mean of 13.5. Thus dropouts of both sexes

tended to be older than those who stayed in school.

Statistical techniques¹ were used to contrast the responses of the boy dropouts versus boy stay-ins and girl dropouts versus girl stay-ins to the 150 items of the inventory. Significant differences were found at the ten per cent level of confidence for 60 items between the boy's groups and for 58 items between the girl's groups. The ten per cent level was chosen because 11 items at this level were common to both groups out of a total of 28 common items. Also future research may show some of the other 17 items at the ten per cent level to be at a higher level of significance. Thus these statistical procedures identified 32 items for boys, 30 items for girls, and 28 common items or a total of 90 items out of the basic 150 which differentiated responses of dropouts from those who stay in school.

A small validation group of 20 girls and 20 boys from another area of Kansas were matched with equal numbers of stay-ins selected at random from their school. There were significant differences shown by F and t tests for the dropouts versus stay-ins in the validation groups of boys or between dropout girls in the experimental versus validation groups. A previous study [2] by Havens identified 42 items from this inventory which differentiated between Kansas dropouts and stay-ins. Thirty-six of Havens' 42 items

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¹ Item analysis and phi coefficients.

were also included among the significant items of the present study.

As would be expected, the nature of the individual items characterizing response of the dropouts resembled characteristics usually found in other studies. A desire to make money appeared more often in the responses of boy dropouts than among girls. Social maladjustment and poor health produce fewer differentiating responses than do personal, school, and family maladjustment for both boy and girl dropouts. Factors indicative of low socio-economic status also describe responses of these boys and girls.

This study seems to offer promise

for the use of inventories to identify potential dropouts and help them either adjust to school or to an appropriate placement outside of school. It should be noted, however, that this inventory is still in the experimental stage and is not ready for widespread use at present.

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Nancy C. Wimmer Dies

NANCY C. WIMMER, chairman of the NVGA Public Information and Professional Relations Committee and editor of the *Vocational Guidance Notes*, died January 17.

Mrs. Wimmer was born in Duluth, Minnesota, on May 10, 1917. She moved to Illinois at the age of 12 and attended Evanston Township High School and Northwestern University, where she received both the bachelor of arts and the master's degree.

She worked briefly as a social worker, taught mathematics in high school, and joined the staff of Science Research Associates, Chicago,

in 1944. At SRA she served as staff writer on the *Vocational Trends* magazine, then as managing editor, and subsequently as Director of Guidance Service. She was also Corporate Secretary of SRA.

Until a few weeks before her death, Mrs. Wimmer was president of the Chicago Guidance and Personnel Association. She had served nationally as secretary of the Occupational Research Section of NVGA, and as editor of the *APGA Convention News* and publicity chairman for APGA conventions held in Chicago.

Mrs. Wimmer also served actively in a number of other professional and educational organizations and contributed articles to educational and guidance publications, including the *National Parent-Teacher*.



COLLEGE GRADUATES ASK FOR MORE COUNSELING

by JAMES DRASGOW

THE MAJORITY of liberal arts college students change their majors at least once during their college careers. *Why* and *how* the students change is virtually unknown. The present article reveals the results of a surface-scratching study to elicit the students' reasons for changing.

Last June's graduating class from the University of Buffalo's Liberal Arts College was selected as a sample. A graduating group was selected because it maximized the time span within which a change of program could ordinarily be expected to successfully occur.

The following request was then mailed to the first 100 alphabetically listed graduating students:

We are doing a research study aimed at finding out how often and why students change their majors. Results of the research will be used in attempting to help future students in similar situations. Would you please participate in this project by providing the following information?

Did you have a major picked when you entered college? —

How many times did you change your major? —

If you changed your major(s), would you please indicate the reason(s) for the change(s)?

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Eighty-one per cent of the graduating class returned completed forms; this compares favorably with the usual returns reported for mailed questionnaires. The following material will summarize the results of the returns.

Did you have a major picked when you entered college? In answer to this question 78 per cent of the graduates indicated that they did have a major picked when they entered. A control group was obtained by going back to the Personnel Questionnaires of students who entered college with the graduating group but who did not reach graduation. Eighty-one per cent of this group had picked a major prior to entering. The difference between groups is not statistically significant. An accuracy check between what the graduates stated on their questionnaires and what they said four years earlier on their Personnel Questionnaires indicated no cause for concern about their accuracy of recall.

All of this leads us to suspect that other findings from the graduating group may have more relevance to non-graduates than would have been the case if the two groups had been significantly different.

How many times did you change your major? Sixty-five per cent of the graduates stated that they did *not* change their majors; 35 per cent reported changing their major at least once. Washington reports that the majority of students

change; *students* and *graduates* are somewhat different groups. Our finding is in direct agreement with Weitz [6] who discovered that students who had unchanged college majors selected while attending high school were better prepared for these majors than students who made a late selection.

Obtaining a control group for this item of the questionnaire is difficult because none of the members of a non-graduate group would have the same amount of college attendance time in which to negotiate a change particularly since so many non-graduates don't attend more than one year. Perhaps the best estimates come from larger populations like those reported by Strong [4, 5] or Darley and Hagenah [2], but which lack a potentially valuable distinction between subgroups of graduates and non-graduates.

These reports, however, do indicate that over half of the liberal arts college students they studied do change their majors at least once. The difference between the majority of students reported by Strong, Darley, and Hagenah and the minority of students found in the present study among a group of only graduates may be due to differences in sample composition since the populations reported in the cited literature include non-graduates.

If this difference is true, then it follows that fewer graduates than non-graduates change their majors. Perhaps the majority of graduates never find it necessary to change their majors since major changing may be due to lack of aptitude or interest for an initially selected program and hence changing one's major might be associated with a lower probability of graduation.

This is at least partially supported by the next finding.

Reasons given for changing majors. Of all the graduates who changed their majors, 85 per cent said that they did so because of *interest*. Some stated that they left the old major because of decreasing interest while others said they were attracted to a new major by greater interest; in either case the response was in the category of interest.

It is corroborative in this context of the importance of interest, even if it is only responding to content, to note that Berdie [1] in his extensive 18-year follow-up study found that interest was the most valuable vocational predictor and also that the outstanding success of the Strong and the Kuder are related to this very same variable. Although the necessary data are not as yet available to test the following hypothesis, it is suspected that among a non-graduate control group, there is more to the changing of a major than could be accounted for merely by interest.

Perhaps the most revealing and rewarding aspect of the present project came from the statements of the graduates in answer to the inquiry about *why* they changed majors. The following are direct quotations:

"I believe many of the guys I am graduating with are lost because they haven't received enough guidance."

"More specific guidance by counselors should be offered. An audience with each counselor should be compulsory and several times a year."

"Either counselors should spend more time, or more counselors are needed to tell students about interesting courses in other fields."

"I should have changed my major because I can't get a job with only a bachelors degree—a counselor could

have told me this and guided me into another field."

"I was misled about course requirements by other students and could have been straightened out by a counselor."

"My parents wanted me to go to med school. There should be a special counselor for parents."

"I had to change majors and somebody in your office could have helped me but I was not contacted."

"I didn't know what to take and nobody in the counseling bureau ever asked me."

These quotes are obvious pleas for more counseling. There is also an indication that some students who really want help do not go and get it; there is a repeated hint that they expect us to approach them and offer the help. *They need help to go for help.*

The same situation in principle has been repeatedly encountered in social casework, clinical psychology, and psychiatry; in our society there may be a general hesitancy to ask for help. Many students may never follow through on a referral because of this need for help in accepting help [3]. Many of our clients might fail to follow through in their counseling sessions because of a need for help in accepting the help that they are in the process of receiving.

One of the underdeveloped areas concerns exactly what can be done to make it easier for students to come in and ask for vocational or educational counseling help. Attractively displayed occupational information, comfortable chairs, and fluorescent lighting seem to be only supportive attempts which fail to reach out either beyond the office door or below the physical surface. Advertising is unethical.

A proposed conclusion from this is that we need what can be char-

acterized as a more aggressive "foreign policy" in which our services do not remain so foreign for those who both need them and want them.

Summary

The results of this study suggested that the majority of college graduates had their majors picked before entering college and apparently did not find it necessary to change. Although a large number of college students change their majors at least once, this action was not characteristic of those who actually achieved graduation. For the few who did change majors and graduate, the primary stated reason for changing was in the area of interest rather than aptitude. A large number of graduates indicated that more counseling and guidance would be appropriate, but there was a hesitancy about asking for it. How can we help students overcome this hesitancy?

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Publicizing Career Opportunities

by HERBERT STROUP*

THREE years of concentration on locally-developed career publications is starting to show results at Brooklyn College.

For some time prior to 1954 various persons and agencies of Brooklyn College had been interested in developing booklets and other

printed materials for the vocational guidance of college students. Since the appointment of the Committee on Career Publications in 1954 (composed of professors from the various academic divisions), a variety of policy questions regarding career publications has been studied and a series of departmental career publications has been produced.

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* Professor Max Siegel, Coordinator of Placement and Career Counseling Services, Robert E. Link, Chairman of the Committee on Career Publications, and Professor Joseph Shulim, Chairman, Committee on Economic Services, Brooklyn College, assisted in the preparation of this article.

The aims of the Committee have been twofold: (1) to act "as an advisory body, concerned with the nature and use of all college career publications," and (2) to be "an editorial body, determining the content and format of college career publications."



By the first objective the Committee sought not to assume direct responsibility for the writing of career publications. Rather, it wished to act as an intermediary between the departments and agencies of the College and the College administration, which is concerned with coordination, economy and effectiveness of effort. By the second objective the Committee declared the need for a hitherto unachieved degree of similarity and even uniformity in regard to the general features of career publications. The committee has attained modest gains in relation to both of its aims.

Common Pitfalls Resisted

The Career Publications sought to avoid these "pitfalls": (a) too many manuals, which would mean proliferation rather than consolidation; (b) overstressing career consciousness, which might press the student into a narrow vocational pattern with its accompaniment of narrow curricular specialization; (c) generalness of content and overextended claims regarding vocational opportunities for majors in the various departments; (d) specific curricular counseling, since the College fortunately features a fairly extensive system of counseling; and (e) finally, the "impression of competitive efforts among the various departments."

In approximately three years since these pitfalls were recognized there has scarcely been a semester in which the Committee has not been faced with a temptation—successfully resisted—to succumb to these pitfalls.

The Committee properly began its work at the point where there was the greatest interest expressed throughout the College: the development of career publications by departments of instruction. Several

departments, such as Economics, English, and Health and Physical Education, had previously published career booklets. Other departments were considering such publications. To aid departments in the preparation of their own career publications, the Committee distributed its college-wide standards and offered its assistance through conferences with departments.

Publication Standards Developed

Over a period of several terms a half dozen or so departments submitted their career publications for editing and publishing. In each instance editorial attention to the publications was provided in the form of raising questions for exactness and clarity to the departments for their consideration and resubmission. By the Fall of 1957 career publications of the following departments had been published: History, Education, Home Economics, Health and Physical Education, and Speech and Theatre.

The career publications thus far prepared have been published by the "photo-offset" process. This means was used both for economy reasons and to preserve the experimental character of the publications. The effectiveness of the publications will be reviewed at a later date in order to determine their form for printing, if printing seems at that time to be desirable.

The publications were not intended for general distribution to all students. Indeed, they were planned to be an adjunct to counseling within the departments and the relevant College agencies of college-wide counseling. Three hundred and fifty copies of the publications were distributed to all departments and relevant College agencies. A supply of the publi-

cations is maintained in the office of the Dean of Students for later replacement and distribution purposes.

The publications, while differing in a number of aspects, are uniform in their contents. All include a general description of the departmental discipline, the relation of the department and its academic offerings to the full liberal arts curriculum, an analysis of the kinds of

positions for which the department's curriculum primarily is relevant, with job qualifications and current salaries. Finally, each publication contains a very brief bibliography to encourage further reading.

Sample Excerpt Shown

A sample passage from one of the publications, taken at random, follows:

HEALTH

In recent years, expansion of health activities has increased opportunities in a wide variety of health careers. Many types of positions should be available to students in this rapidly growing field.

For those who are interested in the personal satisfaction to be derived from participation in activities directed toward improving health, preventing illness and prolonging life, the field of health offers rewarding opportunities.

CAREERS IN HEALTH

A. Public Health Educator stimulates interest in health problems and is employed by health departments, health organizations and industry to address groups, to set up exhibits, to prepare and exhibit health literature, posters and films and to organize health campaigns.

B. School Health Educator coordinates the school health program and may be a teacher who is interested in the health program or a health teacher who has had undergraduate or graduate preparation in this field and also teaches health education. A School Health Educator attempts to improve the health knowledge, attitudes and practices of young people.

C. Public Health Statistician collects and interprets statistics with health implications and is an essential staff member in departments of health, federal and international agencies, health organizations, insurance companies, and in industry.

D. Sanitarian has inspectional and educational duties. He aids in the enforcement of laws in the field of environmental sanitation and finds vocational opportunities in federal, state, and municipal departments as well as in industry. A Sanitarian inspects eating places, dairy plants, industrial plants, swimming pools, buildings, or may specialize in areas such as insect or rodent control.

E. Administrative Personnel in health organizations, Health Writer, Laboratory Worker, Medical Librarian, Hospital and Clinic Medical Record Librarian may be recruited from students of health education; Physical Therapist, Exercise Therapist, and Occupational Therapist may be students of health and physical education who have branched off to specialize in these fields.

The health profession is relatively young and individuals with varied preparation are in this field. Students planning to seek employment will find that undergraduate and graduate preparation are now required.

On the undergraduate level, the student who majors in health education acquires a well-rounded background in the natural and social sciences, including courses in biology, chemistry, bacteriology, nutrition, psychology, education, hygiene, and public health. At Brooklyn College, this curriculum leads to a B.S. in Health Education.

It is important for the undergraduate to appreciate that relatively few positions in this field are available without graduate specialization. In a few of the positions mentioned, training for an additional year following a two year course of study in college prepares the student for employment.

In most fields, however, the college degree is the basic requirement, with a year or more of post-graduate study at an approved school of public health leading to the degree of Master of Public Health or a degree in health education from an approved graduate school.

Pamphlets on job descriptions and qualifications have been prepared by the American Public Health Association, and a "Health Career Guidebook" has been published by the National Health Council. It is suggested that the interested student make use of these helpful booklets which are available from the counselors in the Departments of Health and Physical Education and in the Brooklyn College Library.

Salary will vary with type of position and experience of individual. Average range is \$4,000 to \$9,000.

Results Are Stimulating

The publications available at the present time have had several relatively unanticipated results throughout the College.

First, they have stimulated departments which previously had not thought of such devices of providing information to consider their own special needs.

Second, the publications have objectified the ideas and policies of some departments so far as vocational information is concerned. That is, in any department there are a notable variety of views regarding the meaning of the discipline and its contribution to college students. The publications have encouraged departments to come to some agreement on just what they consider their vocational contribution to be—in addition to the liberal arts validity of their offerings. The student obviously benefits through consistent and coherent advice.

Third, the Committee on Career Publications has become for the

entire College a general depository for stimulation and standard setting in the area of career publications. The value of such an all-college committee is clear, although its work also must be coordinated with the activities of other College agencies, such as the Placement Office and the specifically assigned counselors within departments.

The development of additional departmental publications will continue. Several are in various stages of finality. There is developing the possibility of preparing a general, introductory, all-college publication which will be directed to students early in their college life.

Later, review might be made of the use in the College of the vocational guidance materials which have not originated within the College in order to determine whether the wisest use is being made of such materials. Also, the obligation of the College to the high schools from which the bulk of its students are derived for the supplying of vocational information relevant to the College may be analyzed.

A NEW ERA for Engineering Technicians

by THEODORE P. VASSALLO

OVER THE YEARS the relationship of engineering technicians to professional engineers and skilled workers has not been clearly understood by most secondary school pupils, teachers, parents, and personnel workers.

Some people associate technicians with professional engineers while many consider them as skilled craftsmen. Others characterize them as a separate and distinct group of workers who are classified as semi-professional and hold a position between the professional engineer and the skilled worker. In fact, they are viewed in so many different ways that the real significance of their place in industry is often confused and many times totally overlooked.

Job Titles of Technicians

Engineering technicians are a comparatively new group of semi-professional workers who have been designated by a wide variety of job titles. Their specific job titles and duties vary from industry to industry and with the product and services of the manufacturing concern they are employed in. Some of the more common titles used are engineering aides, engineering assistants, engineering associates, staff associates, technical assistants, technical specialists, scientific aides, laboratory aides, and laboratory assistants.

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Nature of Their Work

In the organizational plan of many industries today, technicians are generally classified into two distinct groups. The distinction is based largely on the job skills required and the type of work they are expected to accomplish.

One group of technicians is concerned with job duties which are predominately vocational in nature and involves primarily the use of manual skills. They perform highly specialized tasks like testing, inspecting, installation, operation, maintenance, servicing, building, construction, and fabrication of all types of equipment. These technicians are chiefly known by specific job titles like technical aides, laboratory technicians, technical specialists, laboratory aides, laboratory assistants, scientific aides, and production technicians.

On the other hand, there are those who perform job duties which are more directly related to engineering work. They work with professional engineers as members of an engineering or scientific team in planning, research, design, and development of many products and often assist with teaching, supervising, and instructing less-skilled personnel. Those performing these jobs are commonly referred to as engineering aides, engineering assistants, engineering associates, staff associates, and research technicians.

Changing Role of Technicians

The early technicians performed job duties which emphasized the

use of mechanical aptitudes and skills. As industry recognized their real potential, there was a marked change in the responsibilities assigned to them.

Today, there is a tendency to utilize technicians in positions which require a wider application of engineering abilities and less emphasis on manual practical skills. Consequently, it is common practice in many industries for technicians to perform job duties that 25 years ago were responsibilities of professional engineers. An excellent example of the changing role of technicians can be found in the electronics industry.

During the period following World War II, electronic technicians were chiefly employed in practical jobs which required mostly manual skills. One of the most common jobs held by them was concerned with installation, testing, repairing, servicing, and production of radio, television, and other electronic equipment. They were required to detect and determine the trouble in a piece of electronic gear and to test and check their diagnosis by using various testing instruments. They would then make certain adjustments and replace any defective parts if necessary.

In manufacturing plants, the main duties of electronic technicians involved inspecting, testing, operation, building, and construction of various types of equipment and their component parts.

The technicians working in the laboratory were chiefly concerned with building experimental models from circuit diagrams and making certain required tests and measurements on them.

In telecasting and broadcasting studios, they were employed as cameramen or as transmitter opera-

tors of the station's transmitter. Those who had sufficient training and skill would be capable of maintaining and repairing the station's transmitter and other electronic equipment.

The progress and advancement made by the electronics industry in recent years has created a need for a better trained technician. The research and development of electronic calculators, high speed digital computers, guided missiles, transistors, and micro-wave relay systems requires a more qualified technician than was employed previously.

Accordingly, there is a greater demand for technicians to work in engineering departments and research laboratories as engineering assistants where they assist engineers in performing experiments and tests on experimental equipment and with basic preliminary problems of research, design, and development. They also help production engineers in planning and maintaining the quality control so necessary in the development and manufacturing of complex electronic products. In field jobs, many electronic technicians are employed as technical representatives (Tech Reps), field engineers, and factory service specialists.

Other technicians work with engineers to solve complex mathematical problems on data processing machines and on high speed digital computers. Because these technicians have an excellent mathematical background, they are capable of preparing some problems to be solved on electronic computers. Some of them are required to operate the computer and are responsible for deriving certain mathematical expressions. They often assist the engineer to analyze and evaluate results of the data

processed and frequently help to prepare any necessary reports.

Training of Technicians

In the past, a large number of technicians, like engineers, were trained on-the-job in industry. Some received their formal preparation in the armed forces while others attended technical high schools or privately owned technical institutes.

Today, there is a growing tendency for universities and other institutions of higher learning to offer technical training in either a technical institute, a junior, or a community college.

The content of the technical curricula was originally planned and organized to combine mechanical aptitudes and skills, with little attention being given to science or mathematics. However, within recent years, there have been several pertinent changes made in the instructional programs.

The new programs reveal a greater emphasis on the application of science and mathematics as related to a specific technological field. In many instances, English and liberal arts courses are included in the programs of study by junior and community colleges to round out the technician's background.

These institutions frequently grant the associate degree in technology or associate in engineering upon graduation. This degree is equivalent to approximately one-half the number of semester hours of credit usually required for a bachelor of science degree in engineering.

While the curriculum content still varies from school to school, there is evidence of certain characteristics common to all programs of study. First, the programs are generally technological in content

based upon fundamental principles of mathematics and applied science. The main emphasis is placed on the ability to utilize these scientific principles in solving problems of research, design, development, and production methods in industry.

Second, they generally cover the same subject areas as those offered by engineering schools. However, they are usually more intensive and specialized and less theoretical in nature than professional engineering courses.

Third, these programs are frequently shorter in length requiring from two to three years to complete and are essentially terminal rather than preparatory programs.

The Employment Outlook

Employment prospects for engineering technicians should continue to be excellent during the coming years. The more discoveries and progress made in industry, the greater becomes the need for technically trained personnel.

It is estimated that by 1975, 75 per cent more professional and technical personnel and 25 per cent fewer laborers will be needed to keep the wheels of industry moving forward.

Also, the shortage of engineers and other professionally trained personnel is expected to continue for some time. This creates a greater demand for technicians since it generally requires three to five technicians to one engineer for industry to function effectively.

Furthermore, as industry recognizes technicians' potential, they will be utilized to a greater degree in several positions presently held by engineers in order to make more efficient use of professional engineers.

The Importance of

"BODY" LANGUAGE

in Counseling

by THOMAS A. ROUTH

IN A CLINICAL counseling setting, the basic method by which feelings and attitudes are transmitted is through the medium of words. Normally, we communicate with one another through the verbal skills of language. However, feelings, attitudes, and emotional reactions also can be communicated by more simple, direct, non-verbal means.

This method of communicating with people, brought into prominence by Freud, is known as "organ" or "body" language. Essentially, it is a nonconscious method of communication between people. As a specialized counseling technique, it is frequently overlooked. Its proper use and interpretation, however, can be of extreme importance to counselors in properly relating to clients.

By "body" language is meant the manner and method of communicating attitudes, feelings, and emotional reactions without using words. The inflection used, quality of voice, shading, tone, the way in which a counselor phrases questions—these are important factors to be considered in counseling.

The ultimate end to be served is to place clients at their ease. Many counselors try to accomplish this by excessive verbiage, over-

looking the fact that the client is making an appraisal of them by the way they conduct themselves as people. Much of this communication takes place without language.

In working with clients, the counselor has to rely not only on meaningful verbal and sensory cues, but he should be equally cognizant of the important role that "body" language may assume in a counseling relationship. If the counselor allows the feelings, attitudes, and emotional reactions of the client to arouse him emotionally, the objectivity of the relationship may be destroyed.

If this happens, the counselor may begin to develop counter-feelings. As a result, counseling will be doubly difficult because instead of having one feeling problem (the client's) there will be two (the client's and the counselor's).

Non-Verbal Means Necessary

The importance of all kinds of non-verbal communication should not be underestimated. While a counselor should work with a client within the bounds of an emotionally supporting relationship in an atmosphere that is permissive and client-centered, still, he should realize that the client is reading his every act, and developing his own set of feelings and attitudes. Gestures and mannerism's, then, are capable not only of producing feelings, but counter-feelings as well.

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Every individual has certain essential emotional needs which may become apparent in a counseling setting. It is the counselor who must fill these emotional needs to some degree.

The emotional needs of the personality are seen in a person's need to *feel* safe and secure; to *feel* loved, wanted, and accepted; to *feel* important, significant, and worthwhile. It is not enough that a man academically *know* that he has these basic emotional needs. He must also *feel* that they are being filled adequately.

If his emotional needs are not being adequately met, or, if there is a serious threat that they will be either unmet, seriously threatened, or deprived, the client will present a problem in human relations. In the final analysis, many of the client's problems are occasioned by the fact that he does not have the necessary insight, awareness, and understanding of what basically constitutes good and effective human relations.

The use of "body" language by an adequately motivated counselor, can communicate to the client the fact that his emotional needs will be partially filled in the counseling setting. If a client feels unsure of himself, if he feels that he will not be safe, well handled, or even "liked" by the counselor, no great degree of emotional support can be given to him.

Voice, Gestures Important

"Body" language is a highly effective emotional tool which some counselors often fail to judiciously employ. Many of the emotional conflicts causing human relationship problems stem more from the tone of the voice used, than any other single factor. Counselors,

then, should try to develop a pleasant tone of voice to create confidence, understanding, and rapport. If strong feelings, attitudes, and emotional reactions may be elicited from the tone of the voice, perhaps even greater feeling patterns can arise from such factors as gestures, smiles, frowns, grimaces, and the like.

An example of "body" language can be seen in intuition so commonly described as a "sixth sense." Much of what is labeled intuition is not any psychic type of extra sensory perception at all. Rather, it is an awareness of sensitiveness to "body" language.

If a person lives with another person for a long period in an intimate day by day association, each person becomes consciously aware of the moods, mannerisms, characteristics, and habits of the other person. One can almost unconsciously perceive the way in which the other will react, based on past experiences. The look in the eyes, the set of the mouth, the flare of the nostril's, the sneer, frown, upturned lip, the way in which the hands are used, the gait, stance, or walk—these factors help to communicate feelings, attitudes, and emotional reactions between people. Few, if any, actual words are used. Yet, the client is reading the counselor's every act and word in an effort to determine if his own emotional needs will be at least partially met in the counseling setting.

Emotions Show Early

Almost everyone is born into this world in an atmosphere of tension and anxiety. The very process of birth is an intense one. During infancy most of a person's emotional

needs are filled by someone else. As the child's needs are filled, however, and as he experiences the feeling of being accepted, significant, and safe, his basic anxiety becomes considerably less.

In the first year or two of life the child depends absolutely on non-verbal communication. He does not understand words. He can, however, tell how people feel about him by the tone of their voices and by the way they touch him. Children very often can tell if an adult is lying to them or trying to cover up with mere words something that will hurt them. We are familiar with the crying infant who will continue to cry when picked up by one adult, but who stops crying when picked up by another adult. The infant knows subconsciously that he is more safe and secure with the second individual. This is "body" language in action.

Any child can sense from non-verbal cues when he is liked, or when he is not safe with an adult. This is one of the basic reasons for being completely honest with all children. This is the primary reason why an emotionally insecure client can trust the sincere counselor and feel safer in his hands, than when the counselor tries to "hoodwink" him and he senses it.

Communication, then, can take place without the use of words. The way in which a counselor uses "body" language often tells a client a great deal about him. The counselor can create feelings, attitudes, and emotional reactions in the client. The proper use of "body" language may serve to create a lasting impression as to the kind of man the counselor is.

Precisely how are these feeling tones communicated non-verbally?

Imagine that you are an anxious, nervous, fearful, emotionally insecure client. If the counselor approaches you with a hurried, pre-occupied, bored expression and manner, you probably would perceive this, and the ensuing relationship would be damaged.

Emotional Tools Necessary

The counselor has to cope with the client's feelings which may be so strong that they cannot be handled with strictly intellectual tools. We need emotional tools to handle an emotional job. No counselor can argue a client out of his feelings, because feelings do not respond to logic or argumentation.

The emotional tool, then, most readily available to counselors is found in the type and quality of relationship which they personally build with their clients. It is a relationship that is warm, trusting, permissive, and client-centered. It is one in which enough freedom prevails to enable the client to feel sufficiently free to discuss his feelings and attitudes.

However, the client does not always consciously assume his role because his conscious mind may be unable to meet fully his emotional needs. His unconscious mind, then, initiates a pattern of behavior to assure the successful meeting of the needs.

Since feelings and attitudes are exchanged in counseling, they may set up counter-feelings in the counselor. It is necessary, then, for the counselor to recognize and control his own feelings and counter-feelings. He can accomplish this more effectively by helping the client to verbalize his own feelings and counter-feelings. Such a verbal catharsis may clear the way for a more intelligent and realistic man-

agement of the counseling relationship.

Body Language Helps

The counselor should never forget that the client is making judgments about the way he handles and conducts himself as a person and from the way he treats the client as a person. This is why a client's feelings must be handled in ways other than intellectual.

The counselor must mobilize

from within themselves a sincere concern for the emotions and feelings of clients about their problems or an anxious client may sense the deceit. The counselor cannot afford to think of these emotional tools simply as tricks.

Until a counselor can sincerely communicate with the client with verbal and "body" language that he will be secure, respected, and accepted as a person with feelings and attitudes, no attempt at counseling should be made.

Guidance Center Report to Students

by BOCES GUIDANCE CENTER STAFF*



TO HELP them really use their counseling center visit, the following report is sent to each of the students served by the Board of Cooperative Educational Services, First Supervisory District, Westchester County, New York.

* The Board of Cooperative Educational Services staff consists of C. C. Dunsmoor, director; Charles F. Combs, psychologist; J. Chandler Campbell and Corinne E. Gately, counselors; Louise H. Johnstone, psychometrist; and Robert L. Mooren, study skills specialist.

Now in its sixth year of operation, the BOCES Guidance Center has provided special testing and counseling services for more than 4,500 students. Approximately 950 students are expected at the Center this year.

HOW YOUR GUIDANCE CENTER REPORT MAY HELP YOU

"Know thyself," said Socrates. This advice, given nearly 2,400 years ago, is just as good today. It is doubtless even more important now in this most interesting, yet somewhat complex, world in which we live.

You recently spent a day at the Guidance Center taking a number of tests recommended by your School Counselor and the counselor at the Center who worked with you. This was done so that you might gain additional information regarding your relative strengths and limitations—so that you may *Know* and *understand* yourself better.

The tests you took were the kinds which show how your ability to achieve and your achievement to date compare with those of other young people of your own age and grade, or which compare your vocational interests, aptitudes, and traits with those of other people. All of these tests are based upon sound scientific principles and extensive research by those who made them.

The report may indicate to you new interests, aptitudes, or strengths that were previously unknown to you or of which you were perhaps only dimly aware.

On the other hand, the report may point out "areas of caution," and invite careful study before you proceed with present educational and vocational plans, because it indicates you may have certain limitations.

The report may confirm what you've already known by providing additional data which verify the choice you have made—this is helpful, too.

The report may be the means of "putting you wise to yourself," and of stimulating you to "get on the beam," both in school and out. A person with a clearly-defined goal usually does better than one without such a goal.

The report may aid you in gaining admission to the college of your choice. The school counselor sometimes forwards a copy of it to the col-

lege when he sends your transcript of school marks and recommendations.

The report may help you to locate more easily the kind of job you want because you will have a better idea of the type of work you can do best and which you would like most to do.

We must recognize that there are limitations to these tests—that they cannot be expected to give you all the answers. Your report should not be expected to "pinpoint" a specific vocation for you. However, it can very often "direction-point" to types of jobs and fields of work for which your interests, aptitudes, and achievements will qualify you well.

You should not be distressed if the report does not show exactly what you thought it would, since all of us have shortcomings of one sort or another. For instance, liabilities which you have may oftentimes be minimized or corrected if you are fully aware of them and their implications. Likewise, your best abilities and other personal assets may be better developed into real strengths if they are known and clearly understood early enough in life.

Every individual should have a sincere desire to *know himself* and to *do the best he can* with the resources and opportunities which he has. The Guidance Center Report is prepared to *help you do just that*.

—The Guidance Center Staff

New 14-Packet Guidance Service Established

Careers is a new guidance service under the direction of Ray M. Handville, editor and publisher, Largo, Fla. Mr. Handville was formerly associated with Chronicle Guidance Publications of Moravia, N. Y.

This year the service provides 32 career-briefs, 32 career-brief posters, 8 career-subject posters, 4 career-interest posters, 12 career-data posters, 8 career-guidance indexes, and 50-70 career reprints. The subscription price is \$28 per year, free sample on request. Single copies and yearly subscriptions to some of the separate services are available.



If we are to have genius we must put up with the inconvenience of genius, a thing the world will never do; it wants geniuses, but would like them just like other people.

GEORGE MOORE

PROJECTIVE TESTING in the Counseling Process

by JOSEPH J. MOTTO and ROBERT D. KING

THE PURPOSE of this paper is to present some thoughts regarding a technique for making more effective use of projective test data in the vocational counseling process.

It is recognized that many vocational counseling centers do not possess the resources necessary to do projective testing for even a small portion of their counselees. It appears from experience, however, that vocational counseling agencies which do have the testing service available to them have failed to exploit this valuable source of information about the psychological life of the counselee.

One of the reasons for this failure is the difficulty counselors experience in communicating to the examiner the specific areas they would like investigated. Insofar as the counselor is unable to identify these areas, it logically follows that the resulting psychological report may seem too broad or too general to be put to meaningful use in the counseling process.

This is illustrated by the complaint of examining psychologists that the failure of the referrant to indicate in detail the purpose of the examination inevitably resulted in failure to meet the needs of counselors. In turn, counselors complained that the results of psy-

chological reports failed to justify the time, expense, and inconvenience involved. In short, it appeared that the problem was mainly a matter of communication.

Evaluation of this problem included subjective analyses of two hundred projective test reports and several meetings with examining psychologists. As a result of these experiences, it was felt that communication could be facilitated if the counselor were to state as specifically as possible the questions about the client which seemed to need answering.

These experiences resulted in the outlining of a technique which consists of the development of the specific information which the referrant desires to obtain from the psychological examination, in the form of specific questions. This technique was then put into use on a trial basis in a counseling agency where the projective battery usually consisted of the Rorschach test, the Thematic Apperception Test, various Sentence Completion tests, and the Draw-a-Person.

The concept which is intrinsic to the use of referral questions holds that the purpose of a written report of projective test findings is to communicate certain kinds of data regarding the psychological life of the counselee to specified individuals or groups. Precisely which aspects of personality functioning need to be reported depend upon what the counselor believes he has to know in the individual counseling situation.

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In operation, the use of referral questions consists of the formulation by the counselor of the specific information he desires to obtain from the examination in the form of questions. These questions are given to the examining psychologist before the examination is conducted. Actual experience with this technique has demonstrated several values to the referring counselor as well as to the projective tester. The adequate formulation of the questions requires the counselor to examine his own thinking to discover the facts, e.g., client's interview behavior, anamnestic data, vocational test performance, which resulted in concluding that it would be desirable to obtain the depth of personality evaluation possible with protective techniques.

In the process of formulating the questions, counselors find themselves crystallizing their own thinking about the problems presented by a particular counselee. More than one counselor reports that the need for projective test data vanished during the process of formulating referral questions.

Examining psychologists reported that the referral questions were of value to them in the process of integrating projective test findings into the case history material of the counselee. They felt, too, that the questions answered their problem of what to select from the wealth of material resulting from the testing and from the infinity of statements that could be made in the psychological report. This problem of selectivity in reporting is emphasized by Klopfer's¹ scheme of suggested contents of a Rors-

chach report, which lists nine categories under the one general area of "Intellectual Factors in Functioning."

Examining psychologists felt the use of the referral questions made it possible to exchange ideas which enhanced the examiner's and the referring counselor's understanding of the personality dynamics of the individual involved. When referral questions were used, it was observed that the counselor and the examiner were more inclined to meet after the report was written to discuss in greater detail the relationship of projective data to the goals of counseling with a particular individual.

Early in the implementation of the use of referral questions, it was thought that the kinds of questions formulated by individual counselors would certainly be unique to each counselee. A review of the questions formulated by four counselors over a one-year period indicated that, in addition to the questions unique to the individual case, a group of questions recurred with surprising frequency. The five questions reported below represent aspects of personality functioning which were of concern in most counseling situations.

Recurring Referral Questions

1. What personality characteristics prevent the counselee from maximal exploitation of his intellectual abilities?

2. To what extent is the counselee capable of self-evaluations which will result in ego-involvement in a program commensurate with his abilities and his experiential background?

3. To what extent is the counselee capable of making judgments based on an adequate evaluation

¹ Klopfer, Bruno, et al. *Developments in the Rorschach Technique*. New York, World Book Co., 1954.

of reality as related to the maintenance of adaptive behavior?

4. Are the values he assigns to work activities such that it could be assumed he possesses stable goals which will make it possible for him to maintain goal-orientation during the course of training?

5. To what extent is he capable of accepting circumstances which cause him inconvenience and prevent him from the inappropriate expression of impulses?

Excerpts of Test Responses

The following test report excerpts illustrate the kinds of responses which have been obtained to the above referral questions.

To question 1: The deficit due to organicity is manifest by some loss of the ability to shift set in dealing with more complex visual-motor phenomena. There is some weakness in rote memory, and in the more complex type of situations there is some loss of the ability to abstract. However, he does not have this difficulty unless situations become complex. Even when faced with complexity, he possesses some degree of recoverability and does not become disorganized.

To question 2: The results suggest a careless indifference toward conventional expectations and realities. Perceptions are dominated and distorted by inner demands; he feels that he has to submit and do what others expect of him. Then he resents the demands that are made on him and reacts with a sort of childish obstinacy. Since the expression of this hostility is too threatening for him, he covers it with a blandness and a superficial show of cooperation.

To question 3: He tends to give up prematurely when, with encouragement, he would have been able to succeed. This implies a tendency to underestimate his capacity; he lacks self-confidence. He focuses attention on surface appearances and makes a good show. He is inclined to deal with the superficial and it is difficult for him to pay attention to more than one thing at a time, covering this with an intellectual facade.

To question 4: Strong achievement drives were relatively absent. While he would like a lot of money, his responses indicate that he would like to achieve this goal without experiencing any inconvenience, as in inheriting a fortune. It is difficult for him to organize work or to establish adequate direction in terms of attitudes which would enable him to function effectively.

To question 5: Ambiguous situations produce a guarded evasiveness in this man; in these situations, he functions most poorly. Energies which might have been directed toward creative and spontaneous activity are used instead to maintain ego defenses. This results in a tendency to be too controlled, with rigid vigilance over feelings.

It is recognized that the kinds of referral questions developed would be strongly influenced by the characteristics of the client population involved, and that the questions would vary in terms of the needs of a particular agency. The use of referral questions would appear to be just as applicable in referrals for evaluations of various aspects of emotional adjustment and personality structure as for vocational counseling purposes.

The test of good manners is to put up pleasantly with bad ones.

WENDELL WILKIE

VOCATIONAL PLANNING for the Mentally Limited

by DAVID WAYNE SMITH

IN A COMPLEX social order such as ours there are many simple, routine tasks to perform. Because these jobs involve excessive repetition they are too monotonous for people of average intelligence to perform creditably over any long period of time.

Certain mentally limited persons constitute an excellent source of manpower to fill positions entailing these duties. Employment in a useful occupation is extremely important to an individual's success in community life. Providing the retardate with social and vocational skills may enable him to become a contributing member of society rather than a burden.

Meeting Youth's Needs

Educators have long professed the belief that all children, regardless of mental or physical condition, have certain needs that must be satisfied, and the World Health Organization has stated [2] that the education of all youth, both normal and subnormal, should be the responsibility of educational authorities.

To accept these propositions involves setting up the machinery to implement them. In the formulation of objectives of a vocational program for the retardate, these predilections must be carefully considered.

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Recent trends, evidenced in the practices found in many school systems, uphold the belief that the needs of the child must determine the learning process. This is particularly significant in determining learning goals for the mentally limited. The vocational training program, then, for the mentally retarded person must involve placement in a job that will prove satisfying and also contribute to the general welfare of the individual in relation to the community. If society desires to meet the needs of this group, it must provide the necessary facilities and the programs.

Planning the Program

An example of well-planned vocational training for the mentally limited functions as a part of the Special Education program [1] in the public schools of Tucson (Arizona). The learning goals for this group are vocationally oriented, and adolescents assigned to this department follow a training schedule designed to give them practice in social and vocational skills necessary for living and being productive in the community.

Experience has shown that occupational success without social proficiency is rare, so that the training curriculum of the Tucson System includes experiences designed to help these youth develop adequate responses for competent living. Providing activities that show a direct correlation between the principle and the goal is extremely

important to the success of this kind of an undertaking.

In setting up learning goals for this group of the mentally deficient, the following objectives should be considered:

- The maximal development of mental capacities (fundamental processes).
- The realization of optimum physical health for more effective living.
- The development of an adequate personality.
- The acquisition of vocational skills for economic independence.
- The development of social competence for personal adjustment in the community.

- The development of ethical-moral standards and habits.

- The development of recreational and leisure time activities for personal enrichment.

Selection of Trainees

Selection of mentally limited individuals for a vocational program should be based on the results of (a) psychological and neurological examinations, (b) observations by teachers and other school and community personnel, and (c) complete analysis of the individual's cumulative record. From the results of this study, it should be possible to determine the extent



These girls, as a part of their training for domestic service work, help prepare the food for the noon lunch served to the faculty and children in the Special Education Building.

to which the particular person could become proficient vocationally and socially.

In general, boys and girls of chronological ages 16 to 18 years, whose mental development ranges from 8 to 12 years, are best suited for this kind of training. In addition, these youngsters should possess physical development and motor coordination commensurate with those needed for proficiency on the task assigned. The training program must also emphasize the development of self-control, since success many times depends on the way the trainee reacts to the feelings of others. Activities included

in the training program, then, must be based on the individual's need to be socially skillful as well as vocationally competent.

Areas of Employment

The classroom activities made available to this group of the retarded must give actual experiences in performing the tasks expected on the job. A working relationship must be established between the school system and the employers, and the school-employer association must be one of mutual education. A partial list of some of the employment areas for the mentally limited is included here:

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- | <i>Males</i> | <i>Females</i> |
|--|--|
| 1. Simple horticulture
Gardening
Nursery Helper
Floral Shop Helper | 1. Homemaking
Domestics (maids)
Child Care
Laundry
Ironing |
| 2. Simple Maintenance and Janitorial Duties | 2. Nurses Aides |
| 3. Construction Work
Laborer
Painters Helper
Hod Carrier
Carpenters Helper
Plumber Helper | 3. Restaurant Employees
Waitress
Kitchen Helpers
Dishwashers |
| 4. Ranch Hand | 4. Industrial Kitchen |
| 5. Farm Labor | 5. Sales Clerks (not involving salesmanship) |
| 6. Helpers with Small Animals | 6. Garment Industry
Routine Cutting
Routine Stitching |
| 7. Stock Control
Inventory
Sorting
Stacking | 7. Clerical (routine) |
| 8. Carry Out Boys | 8. Commercial Laundry |
| 9. Commercial Laundry & Cleaning | 9. Janitorial |
| | 10. Stock Wrapping |
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Urban communities, having diversified industry, are in a good position to develop training and placement plans for the retardate. This does not mean, however, that communities lacking these qualities should not undertake to develop similar programs. In those school systems where periodic placements

are large, and where the follow-up and conference load is excessive, the employment of a full-time person is essential. Individuals responsible for these services must be well trained, and have an understanding of the problems of the mentally limited group. The Tucson system, previously discussed, has made this provision.



The sanding operation being performed by this mentally retarded trainee represents a part of his preparation to become a helper in a cabinet shop.

Placement of Trainees

Actual placement of a boy or girl must be based on extensive planning. The school must provide a service for cooperating prospective employers that is of superior quality. These employers must be given adequate, frank information concerning the capabilities of the trainee. Periodic placement officer-employer conferences are essential, and contribute much to the mentally limited persons success on the job.

In addition to discussions with the trainee, frequent parent-interviews are recommended, since these serve to keep the parent informed.

Vocational Program Guideposts

The following criteria might serve to guide a school system's efforts in establishing a vocational planning program:

- The duties of the particular job must be simple and routine, involving only minor decisions.
- The employer must be willing to

assist in the training program and recognize both the capabilities and the limitations of the trainee.

- The fellow employees must be willing to accept the retardate. They should be the type who will exert a positive influence on his development.
- The parents must be willing to accept what the school is trying to accomplish.
- The trainee must realize his obligations toward his employer and fellow employees, and must want the job opportunity.
- Teachers involved in the training program must be cognizant of the goals of the retardate.
- Distances from the youngster's home and the school must be considered.
- The legal limitations relative to the employment of youth must be recognized.

Facets of Evaluation

Determination of the success of a vocational program for the mentally limited involves an examination of employer reports, length of service records, success on the job, and the individual's all-around contentment. Failure often involves such unforeseen complications as home environment, transportation difficulties, and unsuitable or premature placement.

It is essential, therefore, that in the assignment of an individual, due cognizance be taken of his capabilities, preferences, and temperament. Also, the very practical problems of relative geographic location of the employer's place of business, desires of the youngster's parents, and requirements of the job itself.

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MARRIAGE AND CAREERS FOR GIRLS*



by STUART H. GARFINKLE

THE CHANCES that a woman will spend a substantial part of her lifetime in paid jobs are so great today that training for jobs outside the home has become an important part of a girl's education. In recent years, there has been an extremely rapid rise in the proportion of married women at work. Having children is the most important factor curtailing employment of women, but if today's work patterns continue, a great many young women can expect to have jobs after their children are in school and should prepare for this eventuality. Altogether, about 3 out of 10 married women are currently employed; they comprise about 20 per cent of the Nation's workers.

It is important to note, however, that although more and more married women are entering the labor force, 7 out of 10 of them still do not work outside the home. In this country, women have traditionally been the homemakers and men the breadwinners.

The work careers of most women begin at about age 17 or 18—at the time of graduation from high school. Although a few girls marry immediately after high school and some go on to college, most of them go to work.

* This is a condensation of the article which appeared in the December, 1957, *The Occupational Outlook*, a current supplement to the *Occupational Outlook Handbook*. *The Occupational Outlook*, prepared in the Division of Manpower and Employment Statistics, Bureau of Labor Statistics, U. S. Department of Labor, is for sale at the Government Printing Office, Washington 25, D. C., for the subscription price per year (4 issues) of \$1 domestic, \$1.25 foreign; per copy 30¢.

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A job enables girls to support themselves and help their families, provides opportunities for social contacts, and makes it possible for them to save money for their future homes.

Furthermore, in recent years young people have found it easy to get jobs because of generally favorable economic conditions and the relatively small numbers who have reached working age each year. Young women just out of high school have also been able to find work more easily because a high proportion of women in their early twenties leave their jobs to marry and have children.

By age 20, half of all girls are married and some drop out of the labor force, but a majority continue to work to supplement their husbands' incomes and provide the extra money needed to establish a household and to prepare for the arrival of children. The birth of children is by far the most important factor inducing women to stay at home. Most married women stop work when their first child arrives, and caring for young children continues to keep them in the home at least until the youngest child is in school. Even among women with preschool-age children, however, as many as 1 in 7 work.

Nowadays, many girls marry men who are still in college and they continue to work until their husbands get their degrees. This pattern developed after World War II, when large numbers of veterans were in colleges, and has continued. In 1956, about 30 percent of all men attending college were married.

There is a tendency these days to marry young, start having children a year or two after marriage, and to have succeeding children about 2 years apart. Most women, therefore, are younger when their families are completed and their youngest children are in school than were women in their mothers' generation. Typically, the first child is born when the mother is 22, the second at 25, and the third when the mother is 27. By their early thirties, women who have only 2 or 3 children no longer have responsibility for the care of preschool-age children and can return to paid employment. Those who go back to work after their youngest child is in school have been out of the labor force about 8 to 10 years, on the average.

The extent to which women return to work after the youngest child is enrolled in school is indicated by the fact that the proportion of employed women is more than twice as high among women with children of school age as among women with younger children. By age 45, relatively few women still have children who are under 5 years of age and they are therefore in a much better position to take jobs. Thirty-six percent of women at age 45 are at work—the same proportion as for women aged 25.

Other circumstances are beginning to occur at about age 45, which bring women into the work force. More and more women become widows and some who are not well provided for must go to work. Almost 1 out of every 5 married women between the ages of 45 and 54 is widowed, divorced, or separated from her husband, and well over half of these women work, for psychological as well as economic reasons.

Although most girls expect, quite correctly, that they will marry and have children, the fact remains that 1 out of 10 women will not marry. Single women generally work most of their lives. A girl who remains single and begins a work career at age 20 will probably continue to work about 40 years—almost as long as men of the same age. Those who are not

married by age 35 are likely to remain single. They will probably work an additional 27 years.

Girls who marry but have no children (about 1 out of 10 married women) are also likely to work a long time. A 20-year-old married woman without children can expect to work 31 years if she remains childless—some 9 years less than a single woman. By age 35, most childless married women are likely to remain childless and they can expect to work about 20 years—some 7 years less than single women of the same age. The shorter work life of the married women is undoubtedly due to the fact that single women as a group are subject to more severe economic pressures than married ones. For example, married women are often able to stop work when minor disabilities occur or when they no longer feel like working, whereas single women must go on working to support themselves.

Married women with children—by far the largest group—have a considerably shorter work-life expectancy than either single women or childless married women. If a girl begins a work career at 18, she can reasonably expect to work for about 4 years—until she is married and her first child is born. If she resumes a work career at age 30, after her youngest child is in school (and almost a third of all mothers with children of school age work), she will probably be employed another 23 years. All of this adds up to a total expected working life of 27 years—some 15 years less than for single women and 18 years less than for men, but nevertheless a very substantial period representing about two-fifths of the average woman's total life expectancy.

Altogether, this study of working life patterns shows that most women will work for pay sometime during their lives and that many will spend the greater part of their lifetime at work. Contrary to the expectations of many high school girls, marriage in itself provides no assurance that they will not return to work in later years. They should, therefore, prepare themselves for the possibility of many years of employment. Careful career planning can produce thousands of dollars of additional income over a period of years, as well as a great deal of personal and job satisfaction.



What is a cynic? A man who knows the price of everything, and the value of nothing.

OSCAR WILDE



Liberty is always dangerous, but it is the safest thing we have.

HARRY EMERSON FOSDICK



People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.

GEORGE BERNARD SHAW

A MINORITY REPORT ON:

the SURGE to COLLEGE

by MARVIN W. STRATE

AN ASTONISHING STATISTIC with serious implications is that the *college age group dropped* at the rate of about a hundred thousand a year for ten years after 1946, while *college enrollments rose* to an all time high during this period.

And the real impact on the colleges has not yet begun to make itself felt. This will come when the war baby "bulge" begins to clamour for admission to college—any college—sometime after 1960 [1].

While the college age group dropped a million, crowded conditions prevailed at many of our institutions of higher learning in the United States. Canada has experienced something of the same phenomenon, although with different dynamics. Relating to this occurrence is the question of college readiness of those hordes already descending upon the colleges and universities. A recent study [2] gives cause for serious reflection.

College Freshmen Report

In Agatha Townsend's study, 470 freshmen of both sexes from 27 colleges, both public and private in varying sizes and geographical locations, responded anonymously to a checklist questionnaire and supplemented this with written statements amplifying their views. The in-

vestigator suggests that these 470 freshmen are representative of nationwide trends in enrollment.

This is what she finds: Just about half of them will survive as graduating seniors. About half of the casualties will flunk out or drop college for reasons directly related to the educational system. A sizeable proportion (20%) is seriously dissatisfied with college and doubt the value of their freshman programs.

Higher education presently is losing one out of two. What will the proportion be when the new war baby crop descends on defenseless higher education, products of a secondary school system which evidently already produces the present high proportion of "losers" entering at the mid-century point [3]?

These "losers" have had, for the most part, access to college preparatory curricula and some form of organized counseling throughout high school years. Yet they are not prepared for the adult standards required in college.

The abrupt transition to independence and freedom, to the self-reliance expected of them in college, comes as a severe shock and strain after the "group action" fostered through the previous twelve years of school. Apparently, our secondary schools are not preparing students, either through intellectual or extra-curricular activities, or counseling for the transition to college. It would seem that all must share responsibility for failure.

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Adjustment Realities Loom

Since college is the goal of an increasing number of our "college age" population, increasing emphasis will have to be placed on adequate preparation for the *realities* of the situation they will encounter. The greatest criticism of their preparation, or lack of it, leveled by the respondents in the Townsend study, was their inadequate grounding in English, both reading and composition with a view to efficient use of language and the development of grammatical and stylist abilities. Any conclave of teachers of English in secondary schools will confirm this finding. They have been deploring this development for twenty years or more, so it should come as no surprise to hear it [4] from the mouths of the "product" themselves after they have been confronted with the adult world.

The students themselves point up the need for achievement of greater facility in written work, with higher standards of study and performance being required during the years in secondary schools, if they are to have satisfying experiences in college work. They report [5] that they are incapable of organizing written work, but more significantly, say they cannot organize time, freedom, work, and study in the new setting.

They clearly indicate [6,7,8] that they were poorly prepared to face college responsibilities. They could not adjust to the real college level standards of broadened insights, clear thinking, and appreciation of a whole new world of ideas, and culture, and intellectual excitements.

Many who experienced trouble in adjusting, after twelve years of "life adjustment" preparation,

blame the uniform curriculum required in many colleges, or they blame uninspiring and inexperienced instructors. What many of them are really saying, without knowing it themselves, is that they cannot cope with ideas and subjects which they must dig for themselves. Nobody is giving it to them in pre-digested, homogenized form. They get it "straight," the way the world gives it to them.

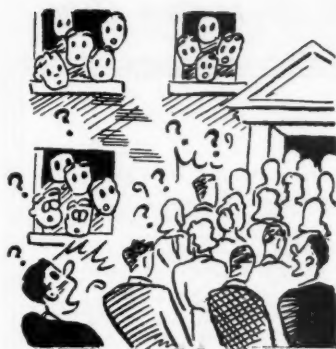
College for All Doubled

Many also say, quite clearly, that they should not have gone to college in the first place. They may feel the need for the experience of "post-high-school" opportunities in a "college" setting, but they are not capable of achieving in a true college environment which has standards commonly accepted as being "college level." Many eventually may achieve just such an experience as about half of the 470 freshmen seem to require. But it will not be college.

The disturbing element is that, with swollen enrollments already upon colleges, "space" now being taken up by half of all entering freshmen will be "wasted." This is partly an economic accident—more people somehow "afford" college. Sociological implications make it imperative for more and more children to go to college.

Even with effective preparation, a great many would have trouble in making the transition. *Without* effective preparation, it is no wonder that the battle for survival in the rigorous college world should be lost by so many. With the myriad host of new students expected, it is a sobering—even frightening picture.

So much frustration cannot be a good thing for this nation. Teach-



ers, counselors, and students have their job cut out for themselves!

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College Enrollments Soar

Will Double in Decade

College enrollments have set a new record this year for the sixth year in a row and will climb substantially with the opening of the second semester, the Office of Education said today.

A total of 3,068,000 students enrolled in 1,890 colleges and universities early last fall, an increase of 4.1 percent over the 2,947,000 who enrolled in the fall of 1956, the Office reported.

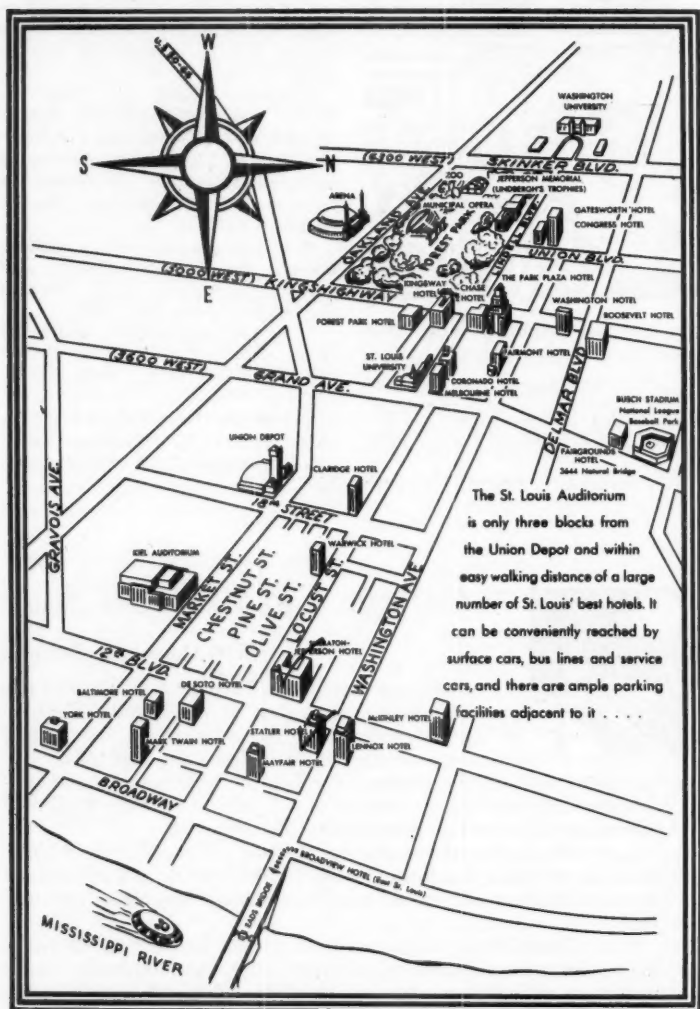
Last fall's enrollment was 45 percent above fall enrollments in 1951, the year of lowest enrollments since World War II, and 25 percent above 1949, the peak year for enrollments in the immediate post-war years.

U. S. Commissioner of Education Lawrence G. Derthick said that during the remainder of the school year, college and university enrollments are expected to climb to an all-time high of approximately 3,460,000. In the next decade, the number of young people seeking enrollment in college is expected to double.

The 45 percent increase in college enrollments since 1951 compares with an increase of only about 2 percent during the same period in the number of persons 18 to 21 years old.

—U. S. Office of Education

St. Louis, the 1958 Convention City



A friend is one who is as willing to help you when you need it as when you do not.

STUART W. KNIGHT

“““SENIORITIS”””

by LaVANGE HUNT RICHARDSON

“SENIORITIS” has been presented to this counselor frequently enough to merit its consideration as a unique category of college student problems.

The situation is something like this. The student coming to the Division of Testing and Guidance is an upper senior ready to graduate in one or two months. In City College he is likely to be from the School of Technology. He has received little or no personal counseling during his stay at the college. He may have had one or two interviews in his freshman year to discuss entrance test scores and may have taken interest tests and returned to discuss them.

The Senior's Problems

In his senior year he presents several dilemmas. He says, “I am about to graduate and I don't know what kind of job to choose. Should it be in a large or a small industry? Suppose I take a job and it leads nowhere. Suppose I don't like it. Are there any tests that will tell me how good I will be on a job? Should I go in for sales, or production, or maybe designing? Should I take a job at all? The draft will take me sooner or later. I have a girl, I wonder if I should get married now. Should I take a job in the city? I don't feel I know too much about engineering. I wouldn't be very useful to a firm. Maybe I should go another year for a mas-

ter's degree. But I have only a C average; I probably couldn't get into a graduate school. I really feel I should stay around home for at least five more years because I have a younger brother my parents are bringing up terribly and I could help him to grow up and not be so badly influenced by their mistakes.”

These are real dilemmas for the student and he has no ready resources to resolve them. They are what we might call the “garden variety” of senior problems.

On the other hand, there is the senior who says that he is failing examinations. He is not sleeping. Headaches, nausea, or other somatic ills are devastating him. He is cutting classes. He has no social life. His fears are acute. He presents a seriously disturbed situation. For him the final examinations, graduation, and finding a job are precipitating events that bring to light some difficulties he has had for a long time. They overcome him to such an extent that he no longer is able to function efficiently.

The counselor must decide whether intensive therapy is imperative. If it is, then a contact may be made with the family to apprise them of the seriousness of the situation; or the family physician may be contacted; or the student referred to a mental hygiene clinic for immediate help. Counseling to alleviate such acute difficulties would not be advisable in the college setting.

In this paper we shall concern ourselves only with the less severe

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situations. What are students saying when they come to ask for help so late in their college career? What are the underlying factors that may be operating?

The Reason for Problems

The first assumption we can make is: the student is anxious. But why? He is going to graduate and most engineering students have jobs awaiting them without any special effort on their part. If he wants to marry, there will be salary enough to start married life.

Rollo May indicates [1] that anxiety occurs when there are feelings of uncertainty and helplessness in the face of danger. Pepinsky indicates [2] that anxiety is a state of tension produced in an organism by its inability to respond to drive evoking events. The individual may have a repertoire of responses so limited that he cannot reduce the drive evoked by situations new to him.

Here is a student who for his 16 years of schooling has been living a more or less dependent, protected life. He has an almost cloistered existence, if he chooses to make it so. His chief responsibility has been to make sufficient grades to pass his examinations. Provided for him have been housing, food, clothing, parental encouragement, and protection. Even if he had a summer job, he could always quit if he didn't like it.

Now he is confronted with a whole constellation of unknowns—dangers, actually. He must find a steady job and rely upon his own resources for survival; he is considering marriage which entails many new experiences and responsibilities; he will have to leave home, perhaps even go far away to another city he has never seen.

He has no way of predicting how he will function in any one of these new situations—let alone in three or four of them. So he comes to the counselor for help.

The Counselor's Job

The counselor can help the student consider the vocational and personal problems separately at first. Later the problems can be directly related to each other.

Vocational problems can be approached by discussing courses the student especially enjoyed. Interest tests will be of value in indicating preferred activities. Hobbies should be considered. Vocational materials can be introduced to motivate him to do some independent reading for job information. It is surprising that many students have very limited knowledge of what is actually done in the area in which they plan their life work.

After the reading has been done, a discussion of the student's findings will be useful. By this time he will have attended one or two assemblies the placement office has conducted in which information is given on how to prepare résumés and how to be interviewed for a job. Placement officials will also give him literature on opportunities in various industries.

However, there are some students who are so reluctant to move on into new experiences after graduation that they will not even attend the placement meetings. In this case the counselor may need to arrange for a personal interview with the placement director for the purpose of providing information the student has missed.

Academic courses in preparation for a job seem to the student to be far removed from what is actually demanded in daily work routine.

He fears he will not have much to offer. Actually he may not have much to offer at present, as far as specifics are concerned. The counselor can help allay fears by indicating that anyone, no matter how well trained, will need a period of weeks or months to become acquainted with the specifics of a new job and that all companies provide for an orientation period for new staff members.

Some students feel they will be stymied on the job. A discussion of how one may find additional tasks and other facets to a job will be helpful. For example: a graduate in mechanical engineering went to work for the Navy Department. Soon it was found that he had had a course in contracts and very shortly he was consulted regarding some Navy purchases. Later he was regularly making trips to various industries to negotiate contracts.

Personal problems may require additional interviews. If the student shows reluctance to leave home, if he wishes to assume the parents' role in relation to a younger sibling, or if there are uncertainties about impending marriage, counseling to help him appraise and alleviate some of the anxieties will be necessary.

Sometimes indicating that this is not an unusual situation, giving it a label such as "senioritis" provides a spring-board for the discussion on why there are anxieties at graduation time. Sanford, in a study [3] on personality development through the college years, found that seniors as a group show more dissatisfaction with themselves, and more conscious conflict about what to be than do freshmen. What distinguishes seniors from freshmen is not the latter's relative freedom from conflict and uncertainty, but

their greater narrowness and their greater dependence upon external definition and support. These are the very supports which seniors must give up, without having as yet found adequate replacements.

Type of Counseling Needed

Counseling for anxious seniors, therefore, must be *informative* and somewhat direct. It is of necessity of short duration. The counselor must take an active role in the relationship. Much vocational information must be provided. Interest and abilities must be closely scrutinized. Job experience must be evaluated. Goals will have to be analyzed and perhaps re-vamped to come within the range of abilities, interests, and personal qualifications. Plans for further education may have to be crystallized. In all of this informative effort, the student plays an active part.

Counseling also must be *personal* in nature, especially when help is needed in the discussion of marriage plans or family relationships. If the problems in this area seem handicapping to the extent that the student appears to be unable to establish an independent status, then the counselor may point up these difficulties and urge further counseling after graduation. As always, the student will have to work out his own ultimate adjustment, with the counselor providing additional motivation and a non-threatening setting.

And counseling must be *supportive* at this crucial time in the student's career when passing grades must be maintained in the face of many anxieties. It is sometimes helpful for him to find that he is not "peculiar" or essentially different from other seniors. There is good cause for him to feel inade-

quate when he is obliged to cope with so many unknowns. Most conscientious individuals do feel some inadequacy and concern when they are about to attempt new experiences which are destined to upgrade themselves.

Problems presented by seniors are apt to be the most challenging ones a counselor deals with for so much must be attempted in a short time. If the individual can be aided in reaching a decision on just one of his dilemmas, this may free

him enough to continue unhampered in working on the others. This is real progress in overcoming senioritis.

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We act as though comfort and luxury were the chief requirements of life, when all that we need to make us really happy is something to be enthusiastic about.

CHARLES KINGSLEY

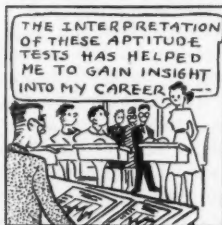
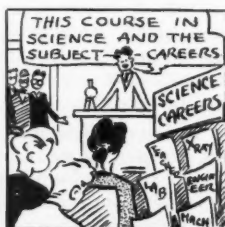
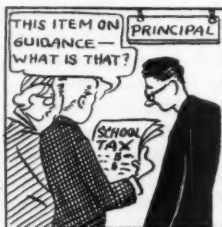
You have not lived a perfect day, even though you have earned your money, unless you have done something for someone who will never be able to repay you.

ANONYMOUS

GUIDANCE

Seeing is believing!

by UTTER



Current Occupational Literature

by Guidance Information Review Service

MEMBERS of the Guidance Information Review Service are: Wilma Bennett, Covina Union High School, California; Irene Feltman, New Haven State Teachers College; Dean Hummell, Ohio State Department of Education; Ward Leis, Pasadena City Schools; Richard Rundquist, University of Kansas; Robert Shostack, B'nai B'rith Vocational Service Bureau; Buford Steffre, Michigan State University; and Harold Munson (Chairman), New York State Department of Education.

Each item listed has been classified and coded in accordance with the following system:

Type of Publication

- A—Career fiction
- B—Biography
- C—Occupational monograph
- D—Occupational brief

- E—Occupational abstract
- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial description
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint
- M—Community survey, economic report, job analysis
- N—Other

Recommendation

1. Highly recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

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A High School Job Clinic

by MAMIE FEIN

A CONSTANT BARRAGE of practical job questions asked in shorthand and typing classes over a period of years has led to a Job Clinic during the weekly activity period held at Wells High School.

MAMIE FEIN, Assistant Principal of the William Green Elementary School, was formerly a Commercial Teacher at Wells High School in Chicago.

The purpose of this club activity was to give students practical job information to prepare them for their initial entry into business and industry.

The proposed activity was publicized in the daily school bulletin and in the commercial classes. Attendance was on a voluntary basis. Encouragement and cooperation

were given by the principal, the assistant principal, the two vocational counselors, and school librarians.

Imminent Problems Listed

There was a good turn-out the first session. To start things off, participants formed groups of threes and fours and listed questions or problems that they would like to have discussed during the times the Job Clinic would meet. The questions were summarized and used as a basis for some of the meetings.

Discussions were held on these frequently asked questions:

Is it proper to ask what your salary will be when being interviewed for a job?

If on an application you are asked what starting salary you want, what do you put down?

If an interviewer asks you what starting salary you want, what do you answer?

How does a person ask for a raise?

What kind of a job can a 14-, 15-, or 16-year-old boy or girl get and how much salary can he or she expect?

How do you go about quitting a job?

Do you think having a job after school affects your school work?

How can you find a job if you have no experience?

What speed does a typist have to attain before applying for a job as a typist?

How does one know that the job he picks will be the best for him?

What should you take with you when you go looking for a job?

How can you overcome shyness at an interview?

If you have never worked before what names can you use as references when you apply for a job?

How long should you be in a job before you ask for a raise?

As students at Wells High School usually start working early in their school career, they seem genuinely

interested in knowing what is expected of them when they start to work, and how they can better themselves after they start on the job.

Application Forms Reviewed

One of the practical projects was completing application forms and discussing them. Sample copies of application blanks received from many cooperating firms were filled out by the students. Comparisons were made of the various types of questions that were asked on the different forms.

From this project, students learned the importance of accuracy, neatness, and completeness. They also learned that employers want certain types of persons listed as references. They found out that in applying for a job, names, addresses, and telephone numbers of references were needed as well as the name, address, and phone number of some person who could be notified in case an emergency arose on the job.

They also became aware of the importance of having their Social Security card or number with them when looking for a job. Another point the application discussion brought out was the importance of an applicant having a definite job in mind when he or she is out looking for a job.

Interests, Hobbies Included

The application led to discussions of many other related factors, including extra-curricular activities. Job Clinic members learned that on the application there is usually an item requesting information as to special interests, hobbies, or extra-curricular activities. At one of the sessions the group discussed the significance of hobbies and their significance to future vocational

possibilities. As a result, members set up in the display case in the main corridor of the school an exhibit showing their own hobbies. The exhibit created considerable interest among other students in the school.

Members were encouraged to bring in personal questions or problems for discussion. If a student went on a job interview during the week or took special job tests, a report was brought back to the Clinic. It was pointed out during one of these discussions that employers usually wanted proof of age which meant that birth certificates should be in the job seeker's possession. This raised a serious problem with several of the students, because Wells High School is made up of many boys and girls from foreign countries or cities other than Chicago.

Interviews, Want Ads Studied

How to act on that first interview was especially interesting to those who were planning to go out on their first job hunt. Students who were working, or who had worked, told of their own experiences during interviews along with what types of written tests they had to take as well as physical examinations: This led to a discussion of proper dress for boys and girls when applying for a job.

In the discussion of "how to get jobs" students talked about jobs listed in the local newspapers. Each student brought in the want ad section of a Sunday newspaper and the difference between "Help Wanted" and "Situations Wanted" was pointed out. Many high school students do not know this difference and many of them do not know what actually can be learned from reading the "Help Wanted" col-

umns. The Job Clinic used these want ad columns to learn the prevailing salaries of certain jobs, the jobs most frequently listed, and the requirements for certain jobs. This led to learning the values of special skills and knowledge required on the respective jobs.

Other topics resulting from questions brought in by students were the Minimum Wage and Hour Law, Social Security, and Junior Achievement. Many students were under the impression that every job came under the Minimum Wage and Hour Law and that all starting salaries were fixed by law for them.

Immediate Goals Set

The Job Clinic sponsor enjoyed every meeting that was held, and felt that the students gained a great deal of practical job information. The problems discussed were the students own personal vocational ones which they brought in and the answers were based on personal experience or personal research. The two placement counselors were consulted many times by Job Clinic members as were the school librarians.

The main outcome was that the Job Clinic members started to think of themselves in relation to their individual capabilities, possible skills they could acquire, and their future potential in connection with a vocation. They started to realize values of grades, the importance of schooling, and how school could help them better themselves in their jobs. They learned the value of hobbies.

Last but not least, they learned how important it was to start setting short, immediate goals, to go along with their already formulated long range goals.

Closing the Gap Between HIGH SCHOOL AND COLLEGE

by JAMES DRASGOW

THE TOPIC of articulation has been extensively treated—and mistreated. The primary purpose of this paper is to present some of the neglected possibilities of counselors aiding in this important service.

Communication Is Necessary

One of the first problems associated with initiating a cooperative enterprise is the establishment of communication. Without communication there can be no cooperation. Before we can *participate* in the communicative process, it is necessary to *establish* it.

One of the primary purposes of having a first group meeting is to establish communication among the group members. One of the frequent functions of subsequent meetings is to re-establish old lines of communication and lay new ones.

How often do these desirable group meetings take place between high school guidance and college counseling personnel? Certainly not as often or as systematically as the annual array of Welcome Weeks, Teas, Talks, High School Visits, or Campus Visits.

If nothing other than the establishment of communication were accomplished in the meetings between high school guidance and college counseling personnel, they

would be justified when considered in relation to the following contributions that can emerge only after the communication lines have been strung.

The classical concept of articulation between high school and college emphasizes matters related to course content. This definition may be too narrow; it may have been acceptable when classrooms were our major or only concern, but since the advent of the student personnel movement such a definition falls far short of adequately assessing articulation.

The definition needs extension to include student life and learning beyond the classroom. When extended to these areas, an acceptable definition should include an appreciation of gaps and overlap in the difficulties and problems that students may experience and may bring into counseling.

For example if students have the same problems in college that they had in high school so that there is great overlap, then college may not be providing them with increasingly difficult challenges which could logically lead to the acceptance and solution of the problems encountered in later life. Or if the gap between high school difficulties and college problems is too great, then too many students may be unable to bridge the gap and we may be guilty of not providing a set of sequential learning experiences with which to better equip the student to face later reality.

JAMES DRASGOW is Acting Director of Student Counseling, Lecturer in Psychology, and Chief Counselor for Men at the University of Buffalo, Buffalo, New York.

Gaps, Overlap Studied

How can we determine the adequacy of articulation in college training when this often overlooked area is included? What better way would there be to see the gap and overlap in problems than for the high school guidance personnel and the college counselors to meet more frequently and share their professional experiences?

One of the numerous and more enviable practices enjoyed by other professions is the holding of conferences in which two or more professional heads are put together for the benefit of a patient or client. This kind of cooperative communication could also be used by us to aid articulation.

Take the familiar example of a difficult problem student whom a college counselor is about to meet for the first time. How much better prepared and equipped to help the student might the counselor be if he were able to consult with the student's high school counselor who had worked with the student many times?

Initial Contact Important

When a referral is made by a psychiatrist, psychologist, or social worker, appropriate professional action usually includes some kind of communication between the person to whom the referral is made. These contacts often involve conferences in which professional people work together for the benefit of a client.

Even when a client is a self-referral there is often contact between the person to whom the client has come and other professional people with whom he is or has been working. When the client is a self-referral, the communication process is initiated by the person to

whom the client has come; when the client has been referred by a professional person, the communication process is initiated by the person making the referral.

When carried over into vocational and educational counseling, the professional practice would lead to the initiation of increased intensive communication between college counselors and high school guidance personnel. If a high school counselor refers a student to a college counselor, then the high school counselor should initiate the referral communication. If a student is a self-referral to a college counselor, then the communication process should be initiated by the college counselor.

Extra Work Pays Off

It may be expected that this practice will be rejected by many because it involves "more work." However, it should be emphasized that this kind of additional work is accepted practice in other professional circles where the welfare of the client is a primary consideration.

Conferences and referral calls are specific instances through which articulation may be aided. It is also reassuring to see that not only is articulation aided, but the whole counseling process is made more continuous. By our efforts to close gaps between high school and college we enjoy the double rewards of aiding articulation and simultaneously contributing to the continuity of counseling throughout the total life of the individual.

The number of ways in which we can contribute to both articulation and continuity can be extended. Take the familiar example of a child who is about to enter kindergarten. Testing, the accumu-

lation of test results, and the recording of various professional observations often begins even before the child enters his first class.

These data along with later aptitude, achievement and intelligence test data are usually filed in a folder with other information about the student. These aids to counseling may be passed along to the student's high school counselor. Eventually included in the student's folder may be the results of later educational and vocational counseling sessions.

All of this information could be of value to a client's college counselor, particularly if it were passed along from high school to college like it is from primary to secondary school.

It would be a logical extension of our reasoning up to this point to suggest a relationship between high school counselors or college counselors and industrial, business, or plant personnel workers in a way

that would be analogous to the proposed relationship between college counselors and high school guidance personnel. At this stage of possible future development, counseling might be a truly continuous and meaningful life process for the individual and we would have articulation at all choice points—including the last one with the geriatric counselor.

In summary, the following suggestions can be made with the aim of aiding articulation via counselor cooperation: (1) establish communication between high school and college counselors, (2) hold counselor conferences, (3) utilize two-way referral processes, and (4) share professional information.

Without enthusiastic counselor participation in the process, these attempts will fail. With proper support, they will contribute much. The number of ways in which we could contribute would be limited only by our own ingenuity.

National Council for the Gifted Established

FORMATION of the National Council for the Gifted to sponsor and undertake programs of research and advisory work in the education of the gifted was announced recently by George Douglas Hofe, president of the new organization's board of trustees.

The primary objective of the National Council is "to work with school systems at all levels (pre-school, elementary, secondary, and college), and to work with colleges in the development of programs for children who have unusual ability in specific areas of work and who in consequence need to be helped beyond the limits of the present program."

The National Council hopes to encourage business concerns, industries, and the professions to cooperate with schools in the development of educational activities, including school or outside experiences, for the development and training of children of high potential. It also plans to provide schools, businesses, industries, the professions, or any lay group with help in developing the post-school opportunities of the gifted.

The Council is setting up a central office at 700 Prospect Avenue, West Orange, N. J., as a clearing house for the collection and dissemination of materials and information, and to provide consultant service on the education of the gifted.

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